



Taylor University
Online Course Catalog
2012-13



This information, while current at the time of publishing, is subject to change without notice.

While Taylor University publishes program information and materials, the learner is ultimately responsible to assure his/her academic program fulfills all graduation requirements. The university reserves the right to withdraw a previously awarded degree if the university subsequently determines that the degree requirements were not met appropriately.

Taylor University's residential degree programs have specific curriculum requirements for which credit hours earned through Taylor University Online may or may not apply. If planning to attend Taylor University and enroll in a residential degree program, contact the campus admissions office for further guidance.

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History

Taylor University was founded in 1846, and is one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor. In 1893, Taylor University moved to Upland, Indiana, because of the population boom in the central part of the state.

Bishop William Taylor became a symbol of the values and ideals of the college. William Taylor was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings, including many books on preaching and missions, and his extensive worldwide missionary endeavors resulted in him being the first lay pastor to be named a Bishop of the Methodist Church.

Taylor University offered its first distance learning course in 1938. This course was taught through correspondence via the postal service and was offered for the purpose of academic enrichment and personal growth. The distance learning program changed names numerous times over the years to reflect technology upgrades and the mission of the University, before receiving its current name, Taylor University Online, in 2008.

As we enter each new school year, the institution's administration, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

A Christian Liberal Arts College

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. Taylor University serves over 2,400 students at the Upland campus and over 1,500 through Taylor University Online courses, certificates and degree programs.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

Taylor University Online is the virtual campus of Taylor University, emphasizing the integration of faith and learning through distance education. Taylor has a long tradition of delivering quality Christian higher education to students around the world and established Taylor University Online for the purpose of providing Christ-centered learning opportunities to individuals wherever they live and work. This virtual campus serves over 1,500 students each year.

Mission, Purposes and Anchor Points

The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need.

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole-person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional and lifelong education based upon the conviction that all truth has its source in God, and that being biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.
- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified,

personalized and applied.

- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others.
- To maintain and foster appropriate and effective support services that enable maximum program effectiveness throughout the University.

Anchor Points

- Biblically Anchored
- Christ Centered
- Faith Learning Integrated
- Liberal Arts Grounded
- World Engaging
- Whole Person Focused
- Servant Leader Motivated

Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To ensure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection, and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other, and all people.

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of its educational programs centered on the campus in Upland, Indiana. Graduate program centers are located in Indianapolis and in Fort Wayne, Indiana. The offices of Taylor University Online and WBCL are located in Fort Wayne, Indiana. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

The Upland campus serves Christian men and women in a community that consists largely of traditional college students

living in a residential campus setting and pursuing baccalaureate and master's level degree programs.

Taylor University Online Vision and Mission

To extend the mission of Taylor University worldwide by offering quality Christian higher education using alternate modes of delivery.

To provide quality Christian higher education using innovative methods that enable students to accomplish their educational goals, advance their careers, and minister Christ's truth and love to a world in need.

The Life Together Covenant

Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. We seek "to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need." Together we seek to honor Him by integrating biblical faith and learning while our hearts and lives embrace the process of maturing in Christ.

The Taylor community consists of those who, in furtherance of our mission, are living together in intentional, voluntary fellowship, aware that we are called to live our lives before a watching world. Although primarily centered on the Upland campus, this community is not defined by geography, but rather by active engagement in the Taylor educational mission.

The Life Together Covenant (LTC) identifies the expectations for living in community as we seek to fulfill our mission. It is impossible to create a community with expectations totally acceptable to every member. Nevertheless, certain responsibilities and expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University Expectations are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14; 1 Corinthians 8; 10:23-33)

A foundational support for the Life Together Covenant is the Taylor University Statement of Faith. The Statement of Faith affirms that the Bible is the inspired and authoritative word of God, and it provides the essential teachings and principles for personal and community conduct. The Statement of Faith also affirms the presence of the Holy Spirit in every believer; God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

Responsibilities for Loving God, Others and Self

We glorify God by loving and obeying Him. Because we are commanded to love one another, relationships and behaviors which reflect such love confirm our allegiance to God and are glorifying to Him. (Matthew 22:36-40; John 15:11-14; Romans 15:5-6)

Living in daily fellowship with other Christians is a privilege and an expression of God's will and grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is *koinonia*, which is translated as a close mutual relationship, participation, sharing, partnership, contribution, or gift. Members, therefore, are encouraged to seek opportunities to demonstrate *koinonia*. (1 Corinthians 12:12-31; Ephesians 4:1-6)

All persons are created in the image of God, and each person is known by God and knit together in the womb with intentional design. God's attention to creative detail is uniquely applied in each person in whom is given the capacity to love God with heart, soul, mind and strength. The commandment to love our neighbor as ourselves reminds us of our potential to minister to others while at the same time recognizing our own need for care and support. (Psalm 139:13-14; Mark 12:29-31; 1 Corinthians 6:19)

Responsibilities for Community

Within our community the greatest expression of fellowship and the highest principle for relationships is love. Since God

first loved us, we ought to demonstrate love toward one another. (1 John 3:11, 16, 18; 4:7-21)

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable:

- **Building Up One Another:** We expect each member of the community to strive consciously to maintain relationships that support, encourage and build up one another. (Romans 15:1-2)
- **Making Allowance for One Another:** Because of our fallenness, difficulties in relationships do occur. In such cases we are to respond with compassion, kindness, humility, gentleness and patience, making allowance for each other and forgiving one another. (Colossians 3:12-13)
- **Caring for One Another:** We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession. (Galatians 6:2)
- **Respecting One Another:** Because of the God-given worth and dignity of persons, each member of the community is expected to be sensitive to the image of God created in every person. Therefore, discrimination against others on the basis of race, national origin, age, gender or disability is not acceptable. Any kind of demeaning gesture, symbol, communication, threat, or act of violence directed toward another person will not be tolerated. (Colossians 3:11-14; 1 John 3:14-18)
- **Speaking the Truth in Love:** A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is motivated by and acting in love, the process can produce growth. (Ephesians 4:15)
- **Reconciliation, Restoration, and Restitution:** Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, forgive one another, restore relationships and make restitution. (Matthew 5:23-24; 18:15-17)

Responsibilities for Individual Attitudes and Behavior

- **Attributes of the Heart:** Scripture gives us mandates for daily living through the Ten Commandments and the Sermon on the Mount. (Exodus 20:2-17; Matthew 5-7) In addition, Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-24 NIV) This "fruit of the Spirit" is to be sought, encouraged and demonstrated in our relationships. We are also called to live lives characterized by peace and holiness. (Hebrews 12:14)

In contrast to encouraging these positive attributes of the heart, Scripture condemns injustice and attitudes such as greed, jealousy, pride, lust, prejudice and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. (Galatians 5:19-21; Ephesians 4:31; Micah 6:8)

- **Prohibited Behaviors:** Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by all members of the community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity, crude language, sexual immorality (including adultery, homosexual behavior, premarital sex and involvement with pornography in any form), drunkenness, immodesty of dress and occult practice. (Mark 7:20-23; Romans 13:12-14; 1 Corinthians 6:9-11)
- **Academic Integrity and Truthfulness:** As a Christ-centered University community we apply biblical responsibilities for honesty to all forms of academic integrity. Plagiarism is forbidden; we expect truthfulness and fidelity to be expressed in every learning context. (Luke 16:10; Ephesians 4:25)
- **Submission to Civil Authority:** In keeping with scriptural admonitions to bring ourselves under the authority of

government, members of the Taylor community are expected to uphold the laws of the local community, the state and the nation. An exception would be those rare occasions in which obedience to civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the penalty for his or her behavior. (Romans 13:1-7) Behavior resulting in arrest on or off campus is subject to review within the University's disciplinary procedures.

University Expectations

In addition to subscribing to the section on Biblical Responsibilities, members of the Taylor University community voluntarily commit themselves to the following expectations of behavior. This commitment results from the conviction that these expectations serve the common good of the individual and the institution. These expectations are not set forth as an index of Christian spirituality, but rather as values and standards of the Taylor community and guidelines that serve to preserve the ethos of the campus communities.

Furthermore, they reflect our commitment to helping each member of the community grow in maturity and in the ability to make wise choices. Because of the importance of trust and responsibility to one another, violations of these expectations are regarded as a serious breach of integrity within the community. The following expectations apply to all members of the campus communities: the faculty, staff, and students of Taylor University:

- **Worship:** Corporate worship, prayer, fellowship and instruction are essential for our community. Members of the community are encouraged to participate in the life of a local church.
- **Lord's Day:** Members of the community are to observe this day as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation, exercise, and study may be a part of the day, "business as usual" relative to University programs and services will not be sanctioned or encouraged.
- **Respect for the Property of Others:** Members of the community are expected to respect the property of others, including University property, private property on and off campus, and public property. The intellectual property of others is also to be respected.
- **Illegal and Legal Substances:** Taylor University prohibits the possession, use or distribution of illegal substances and the abuse or illegal use of legal substances, including prescription and over-the-counter medication.
- **Tobacco:** Recognizing that the use of tobacco is injurious to one's physical health, members of the campus communities will not possess, use, or distribute tobacco in any form on or off campus. In addition, our campuses are smoke free.
- **Alcoholic Beverages:** The community recognizes the potential risk to one's physical and psychological well-being in the use of alcoholic beverages. It also recognizes that use of alcoholic beverages can significantly and negatively impact the community. Accordingly, faculty, staff, and students will refrain from the use of alcoholic beverages. Alcoholic beverages are not served at any University functions or programs on or off campus.
- **Gambling:** The exchange of money or goods by betting or wagering is viewed as an unwise use of God-given resources and is not acceptable in any form.
- **Entertainment and Recreation:** The University expects its members to use discretion and discernment in their choices of entertainment and recreation (some examples include media, Internet usage, and games). Social dancing is not permitted on or away from campus. However, acceptable forms of expression may include sanctioned folk dances, dances that are designed to worship God, dancing at weddings, and the use of choreography in drama, musical productions, and athletic events. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided. Consideration for others and standards of good taste are important, and all activities should be guided by this principle.

Application

The University affirms that the Biblical Responsibilities and University Expectations outlined herein lead to responsible

citizenship and a positive and healthy lifestyle, and they support the fulfillment of the University mission.

While members of the community are encouraged to follow the principles of this LTC throughout the year, it is specifically applicable for students while they are actively engaged in the educational mission (Fall Semester, Interterm, Spring Semester, and Summer Term, including Thanksgiving and spring breaks) or are representing Taylor in any off-campus events. For employees, it is specifically applicable during the periods of their service or employment contracts.

Conclusion

The book of Colossians provides an appropriate summary of the goals for our community:

“Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the message of Christ dwell among you richly as you teach and admonish one another.....And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” (Colossians 3:12-17 NIV)

Accreditation and Memberships

In its academic programs, Taylor University is accredited by The Higher Learning Commission (AQIP participant) and a member of the North Central Association. The University is also accredited by the Council on Social Work Education, the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board. Taylor’s Music program is accredited by the National Association of Schools of Music and programs in Computer Engineering and Engineering Physics are accredited by the Engineering Accreditation Commission of ABET. In addition, Taylor is seeking accreditation by the Association of Collegiate Business Schools and Programs. All accreditation documents are maintained in the Office of the Provost.

Taylor University memberships include:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- American Society for Quality
- Association of American Colleges and Universities
- Christian College Consortium
- Christian Leadership Alliance
- College Board
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- Council for Undergraduate Research
- Council of Independent Colleges
- Council on Law in Higher Education
- Evangelical Council for Financial Accountability
- Independent Colleges and Universities of Indiana
- Indiana Campus Compact
- Indiana Commission for Higher Education
- Indiana Consortium for International Programs
- Indiana Network for Higher Educational Ministries
- Institute of International Education
- National Association of College and University Business Officers
- National Association of Evangelicals
- National Association of Intercollegiate Athletics

- National Association of Independent Colleges and Universities
- National Association of Student Financial Aid Administrators
- NAFSA: Association of International Educators
- Scholarship America
- Society for College & University Planning
- U.S. Green Building Commission

Taylor University Online is a member of the Indiana College Network and Indiana Council for Continuing Education.

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium uniting thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to Taylor students are the opportunities for semester visiting student options on the other campuses and cooperative off campus/international programs. Included in the consortium are: Asbury University, Bethel University, George Fox University, Gordon College, Greenville College, Houghton College, Malone University, Messiah College, Seattle Pacific University, Trinity International University, Westmont College, and Wheaton College.

Council for Christian Colleges and Universities

Taylor University is one of over 100 colleges and universities that comprise the Council for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service. The council sponsors semester programs for qualified students from its member schools. These offerings include:

- American Studies Program in Washington, D.C.
- Australia Studies Centre
- China Studies Program in Xiamen, China
- Contemporary Music Center in Nashville, Tennessee
- India Studies Program in Coimbatore, India
- Latin American Studies Program based in San Jose, Costa Rica
- Los Angeles Film Studies Center
- Middle East Studies Program in Cairo, Egypt
- Scholars' Semester in Oxford, England
- Uganda Studies Program
- Washington Journalism Center in Washington, D.C.

Taylor University Online Structure

Classification of Students

Taylor University Online serves two distinct groups: guest and program students. The information contained in the Academic Policies applies to both groups unless specifically marked as applying to only one group or the other.

- Guest student: Individual seeking to take courses from Taylor University Online for transfer to other institutions or for one's own educational benefit who is not seeking a degree from Taylor. No formal application is required to enroll in courses. A student who pursues a certificate from Taylor University Online is also classified as a guest student.
- Program student: A person who has fully met the requirements for admission to a program with Taylor University Online and has enrolled in courses to meet program requirements. Included in this classification are students pursuing associate degrees, bachelor degrees and graduate programs.

Course Format

Because Taylor University Online serves two distinct types of students—guest students and program students—two different course formats are utilized. These formats are ISO (Independent Study Online) and CSO (Collaborative Study Online).

Guest students take only ISO courses. Contingent on the specific program requirements, program students also take

ISO courses. In order to offer the utmost in flexibility, the ISO format is open enrollment-based. Open enrollment allows registration on any business day. The student has four months to complete the coursework. Students may complete a course as soon as they have met the expected learning results, as outlined within the course, and within four months from the registration date. All course requirements including reports, papers, and examinations must be completed and submitted before a final grade will be issued. ISO courses do not have due dates for the individual assignments (there is a due date only for the entire course). Within this format, there is no peer-to-peer interaction. Therefore, an emphasis is placed on use of interactive electronic resources, and interaction between student and instructor.

CSO courses are taken by students pursuing a Bachelor of Business Administration degree. These courses are offered only within traditional semester-length terms. They include peer-to-peer interaction, and may include group projects.

Courses are facilitated through Blackboard™, an online management system which stores all of the course information including the syllabus, instructor information, assignments, etc. Blackboard is accessed through myTaylor, a password protected website for Taylor students.

Time Commitment

The standard formula to determine the time investment for a class is to multiply the number of credit hours by 3, and that total by 15 (which represents a traditional 15 week semester). For example, a 3 credit hour course will require about 135 total hours of work – 9 hours a week over 15 weeks.

Tuition

Undergraduate tuition is \$350 per credit hour. Graduate programs listed in this document are billed at \$450 per credit hour.

Communication

The university communicates to students most often via e-mail. Professors will also respond to students via the e-mail address listed in Blackboard. Students must be sure to notify the Taylor University Online office when an email address changes in order for it to be updated in the system.

Taylor University Online has established a general email address (online@taylor.edu) to facilitate contact with the appropriate staff or department to assist students with course and program enrollment, financial matters, academic concerns and advisement, etc. As such, the department fields literally hundreds of emails each week from students and inquirers. It is requested that students do not include any staff or department email address for the purpose of sending or forwarding personal newsletters, pictures, humor, or virus warnings. If a student sends a personal prayer request of an urgent nature the Online office staff will, of course, count it a privilege to receive it and pray over it. The University is protected by a system-wide antivirus program that is updated daily so there is no need to warn us of any new virus.

Requesting a Syllabus for Review

Students may request syllabi be sent to their academic advisor or university registrar for review to determine transferability to the student's home institution. Syllabi will not be given to the student prior to registration for the course. To request a copy of a syllabus for an advisor or registrar, a student must contact the Taylor University Online office with the applicable contact information.

Guest Students

Students are considered guests when they are not enrolled in a Taylor University program. Some examples of guest students include:

- Students who desire to take courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- High school students who wish to take college courses and apply these hours to the college of their choice at a later date.

- Individuals who wish to take courses for the purpose of self-improvement.

Academic Procedures and Policies

Enrollment Procedure

Note: The words “registration” and “enrollment” are used synonymously.

The enrollment procedure is a two-step process. The first is to submit an enrollment form, which is completed through the Taylor University Online website. The form is accessed by clicking the “enroll now” button. The first page of the form collects general contact information as well as the course selection. The student is then redirected to a secure website to enter payment information, which is the second step of the procedure.

Tuition must be paid in full at the time of registration. Accepted forms of payment include check, money order, and VISA, MasterCard, and Discover credit cards. A student who submits an enrollment form with no payment information or whose payment fails will not be enrolled. In either case, Taylor University Online will contact the student.

Upon submitting the enrollment form and payment information, the student will receive course access information via email within three business days. The date the enrollment procedure is completed serves as the official start date of the course. The student will have four months from that date to complete the course.

Consortium Agreements

Consortium agreements originate in the financial aid office of the student’s home institution and are agreements that tuition for a Taylor University Online course will be paid by the student’s home institution. However, the student pays Taylor University Online directly upon registration, and then arranges to be reimbursed by his/her home institution. The course would be added to the semester cost at the student’s home institution as well as his or her financial aid package.

Taylor University Online accepts consortium agreements from all other institutions. A student should contact the financial aid department of his or her institution for more information.

Term Dates

Guest student registration dates will appear on the transcript as the actual registration and due date of his/her course.

Course Numbers

The three letters (e.g. BIB) indicate the discipline or category in which a course is placed. The set of three numbers (e.g. 110) indicate the level of the course:

- 000 Level Courses – Remedial courses; generally do not carry transferable credits to other institutions
- 100-200 Level Courses – First and second year college courses
- 300-400 Level Courses – Upper division courses; require advanced writing, cognitive and critical thinking skills
- 160/360 – Customized, independent study courses

Textbooks

Textbooks are not included in the cost of tuition. Textbooks and other required course materials are listed on the Taylor University Online website under the “course catalog” section. While the website links to Amazon, students are welcome to purchase materials from the vendor of their choosing.

Examinations

The majority of examinations are completed online through Blackboard and do not require a proctor. However, if a proctor is required, the student is expected to choose a proctor. The proctor must be a pastor, librarian, or an educator and cannot be a relative. Examination request forms are included in the materials for each course that requires proctored exams. Please complete the form and submit it to TU Online. Allow 5 business days for the proctor to receive the examination.

Extensions

All students who register for a course will be eligible for one–four month extension for a fee of \$125. Extension requests and payment of the fee must be received two weeks prior to the expiration date of the course. Requests made within two weeks of the course expiration date will be denied.

If the course is not completed within the original enrollment period and the student does not request an extension, or if the student does not complete the course by the end of the extension period, a grade of “F” is issued. Students have the option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics.

Drop/Add

Students may drop a course and add another within 7 days of the registration date. The student will pay or be refunded any disparity in tuition between the two courses. The dropped course will not appear on the transcript. Course materials associated with the dropped course are nonreturnable and nonrefundable.

Dropping/Withdrawing from Courses

The refund schedule and transcript ramifications for students who withdraw from a course is as follows:

- Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript
- Withdraw between 8 to 28 days of registration: 75% refund and course appears as a “W” on the transcript
- Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a “W” on the transcript
- Withdraw during the extension period: 0% refund and course appears as a “WF” on the transcript

To request to be withdrawn, contact the office at online@taylor.edu or 800-845-3149. The date the request is submitted will be honored as the withdrawal date.

Fee Payment Procedure

The process of requesting course changes and submitting the associated fees is completed through the Taylor University Online website. Students will click “Pay Fees” and enter course and payment information. The student will be notified within three business days of the approval of course changes.

Grading System

Evaluation and grading are an integral part of the learning process at Taylor University Online. Grades are a means of validating learning and are used to quantify the extent to which course competencies have been met. They also serve as a validating measure to third parties such as employers, other academic institutions, scholarship programs, etc.

The following grades and quality points are assigned to Taylor University Online students when calculating the grade point average (GPA):

Grade	Meaning	Quality Points	Calculated in GPA
A	Superior	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B	Good	3.00	Yes
B-		2.67	Yes
C+		2.33	Yes
C	Satisfactory	2.00	Yes
C-		1.67	Yes
D+		1.33	Yes
D	Minimally accepted	1.00	Yes
D-		.67	Yes
F	Failing	0	Yes
P	Pass (C- or above)	0	No
WP	Withdrawn – Passing	0	No
WF	Withdrawn – Failing	0	No
EXT	Course extended	0	No

The unit of credit is the semester hour. Grade point average is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

Final Grades

A course is completed when 1) a student completes all requirements in the course syllabus, 2) all outstanding fees have been paid, and 3) the final grade has been posted. Please allow one week per assignment submission for the instructor to process a final grade. Final grades are maintained as a permanent record by Taylor University and are reported on transcripts. If a grade is needed in a shorter timeframe than one week per assignment, contact the Taylor University Online office prior to enrolling in the course to make arrangements.

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online Office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an EXT) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for your course (exam or lesson).

Student Complaint Resolution

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the "Program Integrity Rule." This amendment provides, among other things, regulations associated with the federal student financial aid program that require colleges or universities authorized to offer postsecondary education in one or more states to ensure access to a complaint process 34 CFR 668.43(b) that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

For more information, please visit: <http://www.taylor.edu/about/services/student-consumer-information/student-complaint-resolution.shtml>.

Academic Dishonesty and Plagiarism

Academic dishonesty constitutes a serious violation of scholarship standards and can result in substantial penalties, including the denial of credit in a course, as well as dismissal from the university. Any act that involves misrepresentation regarding the learner's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same paper (or substantially the same paper) in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, having others do the student's work, inappropriate use/choice of proctors who oversee the proctored exams, and inappropriate or disruptive behavior during classes, seminars or online learning environments. Students must not work in collaboration with others on assignments unless expressly directed by the instructor. Copying material from the course textbooks without attribution is also forbidden.

Assignments submitted to Taylor may be subjected to plagiarism detection software to determine if the work is in compliance with proper citation practices in accordance to accepted style manual guidelines. Taylor University uses the American Psychological Association (APA) format for writing papers. Works submitted and determined to be plagiarized will be subjected to penalty that includes, but is not limited to, return of the assignment for resubmission, assignment grade reduction, assignment failure, course grade reduction, course failure, or dismissal from the university.

All reports of plagiarism are reported to the Dean and Taylor University Online and will be placed in the student's academic

file.

Academic Policy Exceptions

Requests for exceptions to academic policy may be made in writing (along with all pertinent information) to the Dean.

Change of Name or Address

It is the responsibility of the student to keep Taylor University Online informed of any change in name, address, phone number, or email address. The appropriate documents are required for name changes.

Transcript Request

In accordance with the Family Educational Rights and Privacy Act of 1974, transcripts may not be released without the written consent of the student. To request a transcript, please submit the transcript request form to the Office of the Registrar. This is a free service, but no transcript is issued unless all financial obligations to the University are current according to the Business Office.

The form can be downloaded from the Taylor University Online website under the “transcripts” section. Taylor University sends transcripts as a free service to students, and typically fulfills requests within a week. A student can decide to pay a fee to have the transcript expedited. Contact the Registrar’s Office for more information at 765.998.5129.

High School Students

High school juniors and seniors (students 16 to 19 years old) can start college early by taking courses online through the Head Start on College program. Students are welcome to take any course and may take up to 24 credit hours through this program prior to high school graduation. These college courses can also count as high school credits, as determined by guidance counselors or homeschool parents. Dual credit courses taken through Taylor University Online are transferrable to other institutions. Students still pursuing a high school education are not eligible to enroll in a degree program.

High school students receive a reduced tuition rate of \$200 per credit hour (a savings of \$150 per credit hour). The discount does not apply to professional writing courses taken in conjunction with the Christian Writers Guild.

To participate in the program, simply fill out the enrollment form and enter “homeschool” or the name of your high school in the “current school attending” field. Due to system limitations, you will originally be charged the full amount and will need to call the office to ensure receipt of the reduced tuition rate.

Certificate Students

Taylor University Online offers the following certificates:

- Biblical and Cultural Leadership (24 credit hours)
- Biblical Studies (24 credit hours including 9 elective hours)
- Christian Worker (18 credit hours including 6 elective hours)
- Justice and Ministry (18 credit hours including 12 elective hours)
- Leadership Development (18 credit hours including 3 elective hours)
- Missions Studies (18 credit hours including 6 elective hours)
- Professional Writing (24 credit hours)

Courses are offered in ISO format. For more information regarding this format, refer to the Taylor University Online Structure section.

Elective Courses

Various degree programs require elective credit. Unless otherwise noted, the student may choose to fulfill this requirement with any course not specifically required by the program. When the degree plan requires elective hours from a specific discipline, any course from within that discipline and not already specifically required by the program can fulfill the requirement.

Application Procedure

The process of applying to the certificate program requires submission of the following:

- Application – Submitted via the Taylor University Online website under the “certificates” section.
- Official high school and college transcripts – Sealed documents sent directly from the institution to Taylor University Online. Photocopies or previously opened documents are not accepted.

Admission Standards

If English is not the applicant’s primary language, a minimum TOEFL score of 550 is required. The TOEFL test may be no more than 2 years old. For more information on TOEFL visit their website at <http://www.toefl.org>.

If the applicant is not a United States citizen and is living in the U.S., proof of visa status is required that includes copy of current passport and copy of visa allowing applicant to reside in the U.S.

Policies

Guest student policies and procedures apply to certificate students with the following exceptions:

- Certificate students must have completed high school (GED or acceptable equivalent).
- Acceptance in a certificate program does not constitute admission to any other academic program offered by Taylor University.
- Students may transfer one-third of the academic credit for a certificate by submitting official transcripts from previously attended colleges or universities.
- Students taking courses toward a certificate do not qualify for federal financial aid.
- Students must enroll in at least one course per year.
- Upon completion of required courses, an academic audit will take place verifying that all courses and certificate requirements are met. A minimum cumulative grade point average of 2.0 is required. The certificate will be mailed to the student within 30 days of the audit verification.

Advising

Upon acceptance, students will be assigned an advisor who will assist in planning the sequence of courses. Each student will be provided with a program requirement document which will also serve as the suggestion schedule.

Stop-Out Policy

A student who finds it necessary to suspend their certificate-seeking status with Taylor University Online temporarily with the firm intention to return may apply for stop-out status. This status, which is open to students in good academic standing (2.0 GPA or above), is limited to one year, requires a definite return date, and enables students to return without formally applying for readmission through Taylor University Online. Students unable to return at the designated return date will be required to go through the formal readmission process. The stop-out application process requires approval by the student’s advisor and the registrar. A student planning to take courses at another institution during the stop-out period must submit transfer credit request forms to Taylor University Online before the stop-out status will be approved. Failure to do so will require submission of the readmission form.

Program Withdrawal

The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any certificate student not actively enrolled in at least one course per year.

Readmission Procedure

Students who wish to reenter Taylor University Online must submit the readmission form for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of re-admittance.

Certificate Requirements

Biblical and Cultural Leadership Certificate: 24 credit hours

BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
IAS112 Foundations of Christian Thought	3 credits
REL313 Historic Christian Belief	3 credits
PHI262 Contemporary Issues	3 credits
PHI413 Contemporary Christian Belief	3 credits
CM1262 Spiritual Formation	3 credits
CED371 Leadership Development	3 credits

Biblical Studies Certificate: 24 credit hours

BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
BIB271 Inductive Study of the Bible	3 credits
BIB320 The Pentateuch	3 credits
BIB330 Acts & the Early Church	3 credits

Electives - Choose a total of nine credit hours from the courses below:

BIB216 Historical Books	3 credits
BIB217 Genesis	3 credits
BIB218 Matthew	2 credits
BIB313 Romans	3 credits
BIB331 Pauline Epistles	3 credits
BIB332 Hebrews & General Epistles	3 credits
BIB341 The Gospels	3 credits
REL313 Historic Christian Belief	3 credits
PHI413 Contemporary Christian Belief	3 credits

Christian Worker Certificate: 18 credit hours

BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
BIB313 Romans	3 credits
CM1122 Evangelism & Discipleship	3 credits
BIBXXX Biblical Studies Electives	3 credits
XXX XXX Professional Studies Electives	3 credits

Biblical Studies Elective Options:

BIB216 Historical Books	3 credits
BIB217 Genesis	3 credits
BIB271 Inductive Study of the Bible	3 credits
BIB320 The Pentateuch	3 credits
BIB330 Acts & the Early Church	3 credits
BIB331 Pauline Epistles	3 credits
BIB332 Hebrews & General Epistles	3 credits
BIB341 The Gospels	3 credits

Professional Studies Elective Options:

HIS230 American Religious History	3 credits
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PMI251 The Practice of Pastoral Ministry	3 credits
REL227 Perspectives on the World Christian Movement,	3 credits
REL324 World Religions	3 credits
REL375 Cross-Cultural Evangelism	3 credits

Justice and Ministry Certificate: 18 credit hours

JUS100 Introduction to Criminal Justice	3 credits
JUS200 Correctional Chaplaincy	3 credits

Ministry Electives - Choose a total of six credit hours from the courses below:

BIB271 Inductive Study of the Bible	3 credits
CMII22 Evangelism & Discipleship	3 credits
PSY461 Fundamentals of Counseling	3 credits
SWK355 Helping Troubled Families	3 credits

Justice Electives - Choose a total of six credit hours from the courses below:

JUS230 Restorative Justice	3 credits
PSY300 Abnormal Psychology	4 credits
PSY461 Fundamentals of Counseling	3 credits

Leadership Development Certificate: 18 credit hours

BUA443 Ethics in Leadership	3 credits
HRM462 Organizational Behavior & Development	3 credits
CASI20 Interpersonal Communication	3 credits
CED371 Leadership Development	3 credits
CFM300 Introduction to Conflict Management	3 credits

Psychology Electives - Choose a total of three credit hours from the courses below:

PSY200 General Psychology	3 credits
PSY321 Social Psychology	3 credits
PSY400 Theories of Personality	3 credits

Missions Studies Certificates: 18 credit hours

REL227 Perspectives on the World Christian Movement,	3 credits
REL324 World Religions	3 credits
REL375 Cross-Cultural Evangelism	3 credits
SOC200 Cultural Anthropology	3 credits
Reflective Paper	

Electives - Choose a total of six credit hours from the courses below:

BIB330 Acts & the Early Church	3 credits
BIB331 Pauline Epistles	3 credits
CMII22 Evangelism & Discipleship	3 credits
HIS232 Early Christianity through Medieval Times	3 credits
IASI12 Foundations of Christian Thought	3 credits
PHI413 Contemporary Christian Belief	3 credits
PMI251 The Practice of Pastoral Ministry	3 credits
REL313 Historic Christian Belief	3 credits

Professional Writing Certificate: 24 credit hours

ENGI10 Expository Writing	3 credits
PWR313 Article Writing I	2 credits
PWR314 Article Writing II	2 credits
PWR320 Business & Technical Writing	4 credits

PWR323 Non-Fiction & Scriptwriting	3 credits
PWR327 Introduction to Fiction Writing	3 credits
PWR472 Freelance Writing	3 credits
Literature: ENG240 American Literature or ENG250 British Literature	3 credits

Associate of Arts Students

Taylor University Online offers the following Associate of Arts degrees:

Biblical Studies

The Associate of Arts in Biblical Studies is designed for individuals who are interested in preparation for vocational or lay Christian ministry. The curriculum is designed to give the student a foundational understanding of the Bible, Christian theology and the knowledge and skills required for serving in a church or para-church setting. The 65-hour program consists of 44 hours of general education course work and 21 hours of course work in the discipline.

Human Services

This degree blends the disciplines of social work and psychology. Upon completion, students can seamlessly transition to campus to complete a BA/BS in social work in two additional years. The requirements consist of 64 credit hours: 47 general education credits and 17 major credits.

Justice Administration

The Associate of Arts in Justice Administration is designed for individuals currently serving in or seeking to enter the multi-dimensional field of criminal justice, courts, corrections, law enforcement and juvenile justice. The program is based on a Christian perspective of justice that holds spiritual as well as practical implications, recognizing that while sin has its consequences, God's desire to redeem all men requires a restorative view of justice. Therefore, study of the justice system is approached with a focus on changing the individual spiritually.

The 65-hour program consists of 44 credit hours of general education course work and 21 credit hours of course work in the discipline. The discipline hours will include courses in a ministry or public policy concentration.

Ministry Concentration

The ministry concentration for the Associate of Arts degree in Justice Administration consists of 12 hours of justice education coursework, 3 hours of psychology coursework and 6 hours of ministry coursework.

Public Policy Concentration

The public policy concentration for the Associate of Arts degree in Justice Administration consists of 18 hours of justice education coursework and 3 hours of behavioral sciences coursework.

Liberal Arts

The Associate of Arts in Liberal Arts is offered for students who desire a degree program that emphasizes a breadth of knowledge. The program ranges from 65 to 68 credit hours with 44 hours of general education course work, and 21 to 24 hours of coursework in the desired concentration (business, Christian ministries, discipleship, history, professional writing or social science).

Business Concentration (21 hours)

The business concentration for the Associate of Arts degree in Liberal Arts consists of 18 hours of business coursework and 3 hours of mathematics coursework.

Christian Ministries Concentration (24 hours)

The Christian ministries concentration for the Associate of Arts degree in Liberal Arts consists of 15 hours of Bible and ministry coursework, and 3 hours of mathematics coursework and 6 hours of elective coursework.

Discipleship Concentration (24 hours)

The discipleship concentration for the Associate of Arts degree in Liberal Arts consists of 6 hours of ministry coursework, 9 hours of psychology coursework, 3 hours of mathematics coursework and 6 hours of elective coursework.

History Concentration (21 hours)

The history concentration for the Associate of Arts degree in Liberal Arts consists of 15 hours of history coursework and 6 hours of elective coursework.

Professional Writing Concentration (22 hours)

The professional writing concentration for the Associate of Arts degree in Liberal Arts consists of 14 hours of writing coursework, 3 hours of mathematics coursework and 6 hours of elective coursework. Half of the writing coursework (3 classes) are taught in conjunction with the Jerry B. Jenkins Christian Writers Guild and conducted by correspondence.

Social Science Concentration (21 hours)

The social science concentration for the Associate of Arts degree in Liberal Arts consists of 6 hours of sociology coursework, 6 hours of psychology coursework, 3 hours of social work coursework and 6 hours of elective coursework.

Elective Courses

Various degree programs require elective credit. Unless otherwise noted, the student may choose to fulfill this requirement with any course not specifically required by the program. When the degree plan requires elective hours from a specific discipline, any course from within that discipline and not already specifically required by the program can fulfill the requirement.

General Education

All students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the university as expressed in its Christian beliefs, mission statement, and academic objectives.

In seeking to integrate faith and learning in the Christian university environment, the general education program recognizes that all truth is God's truth in the special revelation of the inspired Scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This idea means that (1) faith is the foundation for our learning in the academic disciplines, and (2) the academic disciplines are important for informing our faith and transforming our world.

Christian worldview assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student's major and support preparation for the world of work as well as civic, social, and personal responsibilities.

Representing over half of the associate of arts programs, general education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop learners who evidence the following characteristics of mature and intellectual Christians:

Spiritual Activity: Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a consistent lifestyle of study, worship, service, stewardship, and world outreach.

Critical Thinking: Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

Competent Communication: Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

Scientific Literacy: Students who are scientifically literate have understood and employed the scientific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human affairs.

Aesthetic Literacy: Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts, including a discerning awareness of the language and literature of diverse art forms.

Civic Mindedness: Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural, economic, political, and social systems and value participation in those structures and processes.

Responsible Stewardship: Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation and practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

Lifelong Learning: Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.

Application for the Degree Programs

Taylor University Online accepts applications to its degree programs on a year-round basis.

Criteria for Admission

Degree programs offered through Taylor University Online are specifically designed for motivated, self-directed learners who desire to maximize their learning experience through a unique, flexible and learner-empowered educational process. Thus, qualified applicants possess:

- Motivation to work toward the completion of a degree with Taylor University Online.
- An ability to successfully engage in college-level coursework as demonstrated by transcribed credits from previously attended colleges or universities or related experiences.
- An ability to become a self-directed learner.
- Computer capabilities for involvement in electronic communications with other learners, faculty and staff.
- A clear sense of educational direction.

Application Procedure

The process to apply for a degree program is outlined on the "degree" page of the TU Online website, and includes downloadable materials. The application process requires the submission of the following items:

- Application
- Personal recommendation
- Official high school and college transcripts*
- Official SAT or ACT scores*
- Proficiency exams (when applicable)
- Application fee of \$40

Applications will not be reviewed until all materials are submitted. Students will be notified of acceptance within a week of the office receiving the last portion of the application.

*Official transcripts/scores are sealed documents sent directly from the institution to TU Online. Photocopies or previously opened documents are not accepted.

Proof of Secondary School Completion

High School Transcripts

Applicant must have an official (sealed and signed by the school and sent to Taylor University Online) high school transcript submitted as part of the application process. This transcript must show the student's graduation date, class rank and cumulative grade point average. A copy of a high school diploma is not proof of completion and is not to be submitted. Contact the high school from which the student graduated to request a copy.

Homeschool Student Records

A transcript of the student's academic record is required of all homeschool graduates. The record must be typed and signed by the person(s) who supervised the education. It must also show the graduation date and grade point average. Additional proof may be required if the grades on the transcript do not adequately indicate successful completion or gaps in the education record exist.

General Education Diploma (GED) or Other Graduation Documentation

Students who have a GED must have a composite score no less than 52 with no individual score below 48. An official copy of the GED test results must be sent to Taylor University Online directly.

Postsecondary college applicants who have not earned a high school diploma or GED must achieve passing scores on an approved test to qualify for federal aid as Ability to Benefit (ATB) students. Students would be advised to take such a test and have official test results submitted to Taylor University Online.

There are other agencies and state offices that test and issue secondary school completion certification. Taylor University will review and evaluate such agencies to determine acceptability for admission into a Taylor University Online degree program. Submit official proof and test results along with the application.

Acceptance

This admission classification is for applicants who meet the admissions standards. Accepted students can enroll in ISO courses immediately; students choosing to use financial aid must wait until the beginning of the next term. Applicants will be notified in writing of acceptance or rejection into a degree program. Taylor University Online reserves the right to withdraw a course or program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

Provisional Acceptance

This admissions classification is for applicants who, because of unusual circumstances, do not meet the minimum academic standards for regular admission. Students admitted under this classification must earn a minimum GPA of 1.70 during the first year as a full-time student in order to remain at Taylor. Students accepted under this classification are given a prescribed schedule that is less than 15 hours per semester.

Denial

Applicants who are not accepted into the program may reapply after a six month waiting period.

Proficiency Exams

Students are placed in the appropriate level of English and mathematics based on SAT or ACT scores. If test scores are not available or do not meet the standards outlined below, students are required to take remedial courses.

English/Writing

In order to ensure writing success at Taylor, all students will place into the freshman writing course that best meets their needs as college writers:

- ENG101 Fundamentals of Writing
- ENG110 Expository Writing

Most students' writing placement is determined by using SAT Critical Reading or ACT English test scores. Students with SAT critical reading scores of 540 or above or ACT English scores of 23 or above are considered to have met the reading proficiency requirement, and will be placed into ENG110. Students with lower or no available scores will be placed into ENG101.

After his/her placement, if a student believes that he/she has been placed into the wrong writing course – either at too high or too low of a level – the student should contact his/her advisor. The student will be given an online writing test to complete. Then, this writing sample, along with the SAT/ACT test scores, will be evaluated in order to determine if the writing placement should be changed. The student will receive an email within two weeks of completing the writing test notifying him or her of the final writing placement.

All new students, both first-time freshmen and transfer students, are expected to complete ENGL 10 Expository Writing by the end of their first year, including at Taylor, approved transfer credit, or AP/CLEP credit.

Transfer Credit for ENGL 10

Writing courses transferred from other institutions to meet ENGL 10 must represent the total writing requirement at that college or university (the last course in a sequence if more than one semester is offered). The course should include process writing, finished essays, and a research paper. The Registrar's office must approve transfer courses.

AP Credit for ENGL 10

An AP score of 5 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department at Taylor University. If a score of 4 is received, it is the student's responsibility to request that AP send the essay to Taylor by September 15 for fall enrollment or March 15 for spring enrollment. The AP process must be completed before October 15 for students entering the fall semester or March 15 for those entering the spring semester.

CLEP Credit for ENGL 10

Students wishing to attempt CLEP credit must have scores at or above 660-SAT Critical Reading or 27-ACT English. A scaled score of 50 or higher on the CLEP College Composition Module exam qualifies a student to write an essay evaluated by the English department. The CLEP exam must be taken and passed by October 15 for the students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register for ENGL 10 in their second semester at Taylor.

Math

Students with SAT math scores of 550 or above or ACT math scores of 24 or above are considered to have met the math proficiency requirement.

Students with SAT math scores below 550, ACT math scores below 24 or no available test scores are required to attain a passing score of at least 35 on the math proficiency exam. Students in this group who do not pass the proficiency exam will be enrolled in MAT 100 Fundamentals of Mathematics. Failure to pass the exam as part of the course will require re-enrollment in MAT 100 for the following term.

Students who wish to take the math proficiency exam must do so within one year of acceptance into the degree program. The exam can only be taken once. The student should contact his/her advisor to request the exam.

Transfer credit math courses will not meet the math proficiency requirement.

Advanced Placement

Students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

Students may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. A maximum of 30 hours of advanced placement and credit by examination may be applied to meet graduation requirements.

Prior to entering Taylor, students interested in AP or CLEP testing credit should contact Taylor University Online to request information regarding testing policies, fees, deadlines, and limitations. AP credit must be elected in the student's first semester at Taylor. CLEP exams must be taken and credit elected prior to reaching senior status at Taylor.

IB is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL); scores must be 5 or higher; courses for the major are subject to departmental review. Official transcripts must be requested from the IB office, not the high school; syllabi may be required if the course subject has not been previously reviewed.

GCE A-Level credit may be awarded with a grade of D or higher. Students must submit a certified copy of the examination certificate and examination syllabus to the Office of the Registrar. Credit will not be awarded on the basis of a results slip. Academic departments must approve credit for exams.

Transfer Credit Policies

New Students

To receive credit for coursework earned at other accredited institutions, new students should request that college transcripts be sent directly to Taylor University Online. These transcripts are then evaluated, and a copy of the evaluation is sent to the student. The Registrar evaluates courses for general education and elective credit, and confers with the appropriate department chair to have major or minor courses evaluated for transfer credit. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Students

After enrolling at Taylor, students who plan to take a course at another institution and wish to transfer credit to apply toward a degree must complete a transfer credit course approval form signed by the student's academic advisor, course department chair and the Registrar prior to enrolling in the course. The major or minor department chair's signature may be required if the course is a major/minor requirement. Upon completion of the course, students should request that transcripts be sent directly to Taylor University Online.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.
- Accepting courses for transfer credit and applying them toward degree requirements are separate considerations. Courses that transfer as elective credit may not be applicable to specific requirements.
- Only course work with a grade of "C-" or better will be accepted. Courses taken for a grade mode of pass, credit or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a "C-". Although a minimum grade is required, grades do not transfer. The student's GPA is computed only on work offered by or through Taylor University.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a grade of "D-" or better at Taylor. However, the grade on the transfer institution's transcript will be used to validate completion of the course to meet a curriculum requirement with the required grade. Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.
- Credits transferred from an accredited college may be accepted for transfer credit; however, lower-division (100-/200-level) or upper-division (300-/400-level) credit will be awarded based upon the Taylor equivalency course level.
- Credit by examination (e.g. AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor's standards in order to be accepted as transfer credit. Procedures for acceptance of credit may be obtained from Taylor University Online. Departmental challenge exams from other institutions are not transferrable.
- Graduation honors are computed only on Taylor University coursework.
- Degree requirements: (1) students must complete 50 percent of the minimum degree hours at Taylor University [e.g., 32 of the minimum 64 hours required for an associate degree]; (2) students must complete 50 percent of the major or minor hours at Taylor University; and (3) at least 22 of the last 30 hours must be taken at Taylor University.

- Current Taylor University Online students may not transfer in courses taken from another institution that are available from Taylor University Online. If the course is offered by Taylor University Online, it must be taken from Taylor University Online unless special permission has been granted by the student's advisor.

At Taylor University Online, courses are transcribed on a semester credit system. Thus, courses taken at colleges and universities operating on the quarter system are converted to semester credit hours. Vocationally oriented and skill-level courses such as typing, shorthand, auto mechanics, etc., are not accepted toward degree programs within Taylor University Online. Remedial courses, duplicate credit, and continuing education units (CEU) are not accepted as transfer credit.

Prior Learning Assessment (PLA)

PLA is the process by which students document college level learning that occurred through life experiences in order to receive credit. Examples of life experience include job training, non-credit courses, military experience, volunteer activities, community service, etc. A maximum of 16 credit hours can be earned through PLA, which is in addition to transfer credit.

The process begins by taking IAS103 Introduction to Portfolio Development, a one-credit hour portfolio instruction class designed to help the student understand, create, and submit a PLA portfolio. Appropriate faculty members evaluate each portfolio and determine whether credit is awarded. PLA is restricted to students 25 years of age or older.

Fees for PLA include a \$400 portfolio opening fee and a \$100 transcription fee if credit is awarded.

Financial Aid

For the most current information, please refer to the financial aid section of our website at <http://online.taylor.edu/degrees/aa/tuition.shtml>.

The financial aid programs at Taylor University recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, and loans. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, household size, and number of household members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA). An analysis of this data determines the student's eligibility for need-based grants and loans.

Students who plan to enroll on a part-time basis should consult Taylor University Online about the availability of financial aid programs. It should be noted that many aid programs require that a student be enrolled full time (a minimum of 12 credit hours per semester). To continue to receive need-based financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. A copy of this policy is available online at <http://www.taylor.edu/admissions/finaid/forms.shtml>. Satisfactory academic progress for financial aid applicants/recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, a student must successfully complete at least 50% of the credit hours attempted in a given term and 80% of the overall credit hours attempted. The student must also complete his/her undergraduate degree within 160 credit hours attempted, including transfer hours, AP and CLEP credit, and any other credits used to meet degree requirements.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the appropriate information from Taylor University Online.

In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:

- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note that transfer students must indicate Taylor University as a recipient of their Free Application for Federal Student Aid (FAFSA) information.
- Complete the FAFSA online at <http://www.fafsa.ed.gov> as soon as possible after January 1. Students are eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds and non-need merit-based aid.

Please also consider the following:

- In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete its income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
- The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).

Merit-Based Scholarship

Merit-based awards are presented to students who demonstrate outstanding scholarship. Financial need is not considered for this type of aid. This scholarship is available to all students beginning with their second term with Taylor University Online through the completion of their degrees. The scholarship will be based on the student's GPA from the first semester with Taylor and is renewable each year based on the student's cumulative GPA. To be eligible for this scholarship, the student must meet the following criteria:

- Registered for at least six credit hours in the previous semester
- Earned a cumulative 3.5 GPA or above
- Registering for at least six credit hours the following term (NOTE: If the student takes one or more semesters off, he/she will not be eligible for the scholarship the semester he/she returns.)

The award is available to all students who meet this criteria and is renewable with a 3.5 cumulative Taylor GPA. Students are not required to file the FAFSA to receive the scholarship. Taylor employees and their dependents are not eligible for this scholarship.

The scholarship amount will be based on the number of hours a student is registering for in the term the scholarship will be applied, and is as follows:

<i>Hours Registered</i>	<i>Scholarship Amount</i>
6 - 8 hours	\$250
9 - 11 hours	\$375
12 hours and above	\$500

Church Matching Grant

This grant allows Taylor University Online to match 100% of a church's contribution, up to a maximum of \$100 per semester. The grant is available to all students who meet the following criteria:

- Seeking a degree from Taylor University Online
- Taking at least six credit hours within the semester

All interested students should request a grant pledge form due back to Taylor University Online by October 1st for the fall semester. Monies from the church must be received by November 1st for the fall semester in order to be matched by Taylor University. Dates for the spring semester are March 1 and April 1; for the summer semester, June 1 and July 1. Taylor employees and their dependents are not eligible for this grant.

Federal Pell Grant

Anyone may apply for this grant by completing the Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant is based on financial need as determined by the FAFSA. It offers a maximum of \$5,550 per year (amount subject to change on a yearly basis).

Loans

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Perkins Loan is based on financial need as determined by the FAFSA. Taylor awards a maximum of \$1,500 per year according to financial need. Repayment begins nine months after the student leaves school or drops below half-time enrollment. A 5.0 percent interest rate is charged. Taylor University awards the loan, which must be signed for every year it is received.
- The Federal Direct Subsidized Stafford Loan is a student loan provided directly from the federal government. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <http://www.taylor.edu/admissions/finaid/student-loans> by July 1. This loan is based on financial need as determined by the FAFSA. The loan provides a maximum of \$3,500 per year for freshmen; \$4,500 per year for sophomores; and \$5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 4.5 percent.
- The Federal Direct Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limits when combined with a subsidized loan. This loan has a fixed interest rate of 6.8 percent.
- The Federal Direct PLUS Loan is a loan for parents provided directly from the federal government, and a separate application must be completed online at <http://www.taylor.edu/admissions/finaid/student-loans>. To ensure disbursement for the August payment, the online application must be completed by July 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal PLUS has a fixed interest rate of 7.9 percent.

Finance

Tuition is charged at \$350 per credit hour.

Payment of Bills

The billing statement is emailed on or by the last day of each month to the student's supplied email address, with payment due the 20th of the month. The initial billing statement for the fall semester is sent on or about September 1, and is due in full September 20.

Statements are issued each month for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month in which they are billed. Full account information is available through the portal and includes unbilled activity as well as statements. Payment can be submitted over the phone with a credit card or by mailing a check. We accept MasterCard, Discover, or VISA. It is the student's responsibility to provide access to this information to their parents.

Taylor University uses the email address provided by the student to communicate, and the student is responsible to check their email account regularly as they miss important information if they do not do so. Students can set up their preferred address for online billing and also authorize additional (e.g. parent) e-billing addresses by completing the authorization that can be accessed through their online account.

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed will be subject to a \$5 late fee or interest accrued at an annual percentage rate of 13 percent, whichever is greater.

A student's account must be current to avoid a hold by the Office of the Bursar on registration, and a student's account must be paid in full for release of transcripts or diploma.

Refund Schedule

Below is the refund schedule for the semester. It applies only if the student withdraws from all classes taken within that term. If the student only withdraws from some classes, he or she forfeits the cost of tuition for those classes.

Withdrawals to the end of:

• First Week*	90%
• Second Week	90%
• Third Week	75%
• Fourth Week	60%
• Fifth Week	45%
• Sixth Week	20%
• Seventh Week to end of semester	0%

*First five class days of the term.

Academic Advisors

The purpose of academic advising at Taylor University is to assist students in developing educational and career goals that are compatible with their perceived life calling; empower students to accept responsibility and leadership in developing their own educational plans; and aid students in their professional, emotional, and spiritual development.

Students are assigned an advisor. All students are required to communicate with their advisor prior to registering for courses each semester. While Taylor University publishes program information and assigns advisors, each student is solely responsible for ensuring that his/her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed with the Registrar's Office.

Registration Procedure

Upon acceptance into a program, a student will work with his/her assigned advisor to determine a course schedule and to register for classes. Courses are offered in two ways, contingent upon financial aid. If financial aid is utilized, courses are taken within traditional fall, spring, and summer 15-week semesters and, therefore, have set start dates. Without financial aid, a student can enroll in a course any day of the year, and will have four months to complete the coursework. With the latter option, payment is required upfront.

Registration with Financial Aid

Students using financial aid must register within the term. Courses will be ISO format and will have assignment due dates. The registration process is completed through the advisor.

Registration without Financial Aid

Students who are not using financial aid may register outside the term. Courses will be ISO format and will not have assignment due dates. The registration process is completed through the Taylor University Online website.

- *Extensions*

Students are eligible for one–four month extension per course for a fee of \$125. Extension requests and payment of the fee must be received two weeks prior to the expiration date of the course. Requests made within two weeks of the course expiration date will be denied.

If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of "F" is issued. Students have the option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics (GPA).

- *Drop/Add*

Students may drop a course and add another within 7 days of the registration date. The student will pay or be

refunded any disparity in tuition between the two courses. The dropped course will not appear on the transcript. Course materials associated with the dropped course are nonreturnable and nonrefundable.

- *Dropping/Withdrawing from Courses*

The refund schedule and transcript ramifications for students who withdraw from a course are as follows:

- o Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript
- o Withdraw between 8 and 28 days of registration: 75% refund and course appears as a “W” on the transcript
- o Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a “W” on the transcript
- o Withdraw during the extension period: 0% refund and course appears as a “WF” on the transcript

To request to be withdrawn from a course, contact your advisor. The date the request is submitted will be honored as the withdrawal date.

Audit Registration

Courses taken through Taylor University Online are not available for audit.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student's transcript. The cumulative grade point average will reflect the most recent grade in the repeated course. Duplicate credit hours are not awarded when repeating a course.

Academic Calendar

The Taylor University Online academic year consists of fall, spring, and summer semesters. Under this schedule, fall semester classes are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 15 weeks.

The academic calendar is available online at <http://www.taylor.edu/academics/registrar/academic-calendar.shtml>. Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.

Academic Load

For reporting purposes, a minimum of 12 semester credit hours is considered full-time, while less than 12 is considered part-time.

Grading System

Evaluation and grading are an integral part of the learning process at Taylor University Online. Grades are a means of validating learning and are used to quantify the extent to which course competencies have been met. They also serve as a validating measure to third parties such as employers, other academic institutions, scholarship programs, etc.

The following grades and quality points are assigned to Taylor University Online students when calculating the grade point average (GPA):

Grade	Meaning	Quality Points	Calculated in GPA
A	Superior	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B		3.00	Yes
B-	Good	2.67	Yes
C+		2.33	Yes
C		2.00	Yes
C-		1.67	Yes
D+	Satisfactory	1.33	Yes
D		1.00	Yes
D-		.67	Yes

F	Failing	0	Yes
P	Pass (C- or above)	0	No
WP	Withdrawn – Passing	0	No
WF	Withdrawn – Failing	0	No
EXT	Course extended	0	No

The unit of credit is the semester hour. Grade point average is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

Final Grades

A course is completed when 1) a student completes all requirements in the course syllabus, 2) all outstanding fees have been paid, and 3) the final grade has been posted. Please allow one week per assignment submission for the instructor to process a final grade. Final grades are maintained as a permanent record by Taylor University and are reported on transcripts. If a grade is needed in a shorter timeframe than one week per assignment, contact the Taylor University Online office prior to enrolling in the course to make arrangements.

Academic Progress

A student who meets the minimal grade point average requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required grade point average is placed on academic probation and enters a special advisement program under the direction of Taylor University Online.

<u>Stages</u>	<u>Cumulative Earned Hours</u>	<u>Minimum Required GPA</u>
1	00.00-12.99	1.60
2	13.00-30.99	1.70
3	31.00-44.99	1.80
4	45.00-60.99	1.90
5	61.00 +	2.00

The grade point average of each student is reviewed according to the academic progress chart to determine whether action should be taken with respect to probationary status.

To maintain active status, a student must be enrolled in a minimum of six semester credit hours during each 12 month period from the date of acceptance into a degree program. A student may not enroll in more than 17 credit hours at a time without permission of the Dean. Any student who does not complete at least one course with a satisfactory grade within 12 months of acceptance will be withdrawn from the program.

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online Office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an EXT) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for your course (exam or lesson).

Student Complaint Resolution

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the "Program Integrity Rule." This amendment provides, among other things, regulations associated with the federal student financial aid program that require colleges or universities authorized to offer postsecondary education in one or more states to ensure access to a

complaint process 34 CFR 668.43(b) that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

For more information, please visit: <http://www.taylor.edu/about/services/student-consumer-information/student-complaint-resolution.shtml>.

Stop-Out Policy

A student who finds it necessary to suspend their degree-seeking status with Taylor University Online temporarily with the firm intention to return may apply for stop-out status. This status, which is open to students in good academic standing (2.0 GPA or above), is limited to one year, requires a definite return date, and enables students to return without formally applying for readmission through Taylor University Online. Students unable to return at the designated return date will be required to go through the formal readmission process. The stop-out application process requires approval by the student's advisor and the registrar. A student planning to take courses at another institution during the stop-out period must submit transfer credit request forms to Taylor University Online before the stop-out status will be approved. Failure to do so will require submission of the readmission form.

Academic Probation

For students placed on probation, failure to reach the minimum requirements by the end of the next stage results in suspension from the university, unless during that stage at least a 2.30 grade point average is earned. Students who earn a 2.30 grade point average may be placed on "extended probation" and are not eligible to receive financial aid. First-time suspension is for one semester; a second-time suspension is for one year. A student may apply for readmission after the suspension period. Readmission is not automatic and requires the approval of Taylor University Online.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. For unsatisfactory academic performance, the Dean may dismiss learners who have been placed on probation and who have not met the conditions of their probation. Written notification of dismissal shall be sent directly to the learner.

Change of Major/Concentration

A degree-seeking student with Taylor University Online may petition to change from one major or concentration to another. Students changing major/concentration must meet curricular requirements for the new major/concentration. The registrar will conduct a re-evaluation of transfer credits. Transfers and courses already taken from Taylor University may or may not apply to the new major/concentration.

Program Withdrawal

The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure

Students who wish to reenter Taylor University Online must submit the readmission form for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of readmittance. Students will be subject to the current tuition rate at the time of readmission.

Academic Integrity & Plagiarism

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life

of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to their School Dean and the Office of Student Development. Departments or professors may have discipline or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source.²

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback and plagiarism. Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Plagiarism Policy: All major acts of plagiarism must be reported by the faculty member to the appropriate academic School Dean and Student Development. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the academic School and Student Development and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in the academic School office and Student Development will be destroyed along with all other student records according to their respective policies.

¹ *Common knowledge* means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

² Adapted from the Writing Program Administrators' "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices." <http://www.wpacouncil.org>

Textbooks

It is the responsibility of the student to obtain textbooks. If the student is waiting for financial aid in order to get books, he/she can request Taylor University Online to order and ship required textbooks on his/her behalf. The student will be charged a fee of \$165 per course, which will be added to his/her account.

Students should request this service two weeks prior to the start of the semester to ensure prompt delivery. If the request is within two weeks of the semester start, Taylor University Online does not guarantee arrival of the textbooks prior to classes starting.

Extensions

Students who are receiving financial aid cannot purchase extensions for classes taken within the semester. By appealing to and receiving permission from the Director of Taylor University Online, a student can receive an extension of up to, but not exceeding, two weeks. Extensions will not be granted for longer than two weeks. Appeals detailing the extenuating circumstances surrounding the request (i.e. health-related issues, death in the family) should be made in writing two weeks prior to the last day of classes.

Freeze Tuition Rate

A student will lock in the tuition rate of the first semester in which classes are taken as an accepted degree-seeking student at Taylor. He/she will not be subject to tuition increases as long as he/she registers for one course per year. If one year has elapsed since the last registration date, the student will be subject to the current tuition rate upon registration unless the student requested to be placed on stop-out status.

Classification of Students

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as follows:

<u>Class</u>	<u>Total Cumulative Credits</u>
Freshman	0.00–30.99 credits
Sophomore	31.00–60.99 credits
Junior	61.00–94.99 credits
Senior	95+ credits

Graduation

Candidates for graduation must complete and submit an application for graduation at least one semester prior to the anticipated graduation date. The graduation application begins the degree audit process.

The Office of the Registrar will conduct degree audits on behalf of the student. If deficiencies are discovered, the student will be removed as a candidate for completion and participation in Commencement; it is the student's responsibility to notify his or her family of the change. If a new definitive plan is submitted addressing and correcting the deficiencies, the student may be reinstated as a graduation candidate.

Prior to the senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

Commencement and Graduation

A student may complete graduation requirements at the end of any of Taylor University instructional terms concluding in December, January, May, June, July, or August. However, the Commencement ceremony is held only in May at the end of the spring term. While attendance at Commencement is optional for the Taylor University Online student, participation is encouraged. Caps and gowns are provided by the university. If a student plans on participating in graduation and has not received instructions about his or her cap and gown by mid-April, he or she should contact the Registrar's Office.

Summer graduation candidates may participate in Commencement if they have no more than 8 credit hours remaining and have submitted a plan to complete these hours by the respective official summer graduation date. December and January graduates are eligible to participate in the ceremony following their official graduation.

Diplomas will be mailed to graduates within three weeks of the conferral date following submission of final grades and completion of the final degree audit by the Office of the Registrar. A graduate must fulfill all financial obligations to the University before he or she receives a diploma.

Major/Minor GPA Calculation

Only courses with a grade of "C-" or better will count in satisfying major/minor credit hour requirements. However, the institutional ("default") methodology for computing the major or minor GPA will be to include all courses that could be

counted toward the major/minor, including courses in which a grade below “C-” is earned. This includes courses taken in cognates, tracks, supporting areas, etc.

All major and minor programs will continue to have a 2.3 major and minor GPA requirement. Individual programs may have circumstances unique to the discipline that would suggest that major or minor GPA requirements might be more appropriately computed in a specific manner.

Associate of Arts Degree Requirements

Associate of Arts in Biblical Studies: 65 credit hours

Core Requirements (21 credit hours)

BIB271 Inductive Study of the Bible	3 credits
BIB320 The Pentateuch	3 credits
BIB341 The Gospels	3 credits
Electives: Any BIB courses	6 credits
Electives: Choose any courses	6 credits

General Education Requirements (44 credit hours)

IAS102 Orientation to Distance Learning	1 credit
IAS112 Foundations of Christian Thought	3 credits
ENG110 Expository Writing	3 credits
Communication: CAS110 Public Speaking or CAS120 Interpersonal Communication	3 credits
MAT100 Fundamentals of Mathematics	1 credit
PHI100 Fitness for Life	1 credit
PHP200 Individualized Physical Education	1 credit
BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
CIS104 Intro. to Computer & Info. Technology	2 credits
REL313 Historic Christian Belief	3 credits
Science: Any lab science course	4 credits
History: Any history course	3 credits
Literature: ENG240 American Literature or ENG250 British Literature	3 credits
ART172 Art Appreciation	2 credits
MUS149 Music Appreciation	2 credits
Social Science	3 credits
Choose from: SOC200, SOC210, JUS100, PSY200, PSY240, PSY310 or SWK355	
Cross-Cultural: REL324, REL375, or SOC200	3 credits

Associate of Arts in Human Services: 64 credit hours

Core Requirements (17 credit hours)

SWK200 Explorations in Social Work	3 credits
PSY200 General Psychology	3 credits
PSY300 Abnormal Psychology	3 credits
SOC250 Principles and Analysis of Research	2 credits
SWK355 Helping Troubled Families	3 credits
SWK231 Social Welfare: Historical Perspectives and Development,	3 credits

General Education Requirements (47 credit hours)

IAS102 Orientation to Distance Learning	1 credit
IAS112 Foundations of Christian Thought	3 credits
ENG110 Expository Writing	3 credits
Communication: CAS110 Public Speaking or	3 credits

CAS120 Interpersonal Communication

MAT100 Fundamentals of Mathematics	1 credit
PHI100 Fitness for Life	1 credit
PHP200 Individualized Physical Education	1 credit
BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
CIS104 Intro. to Computer & Info. Technology	2 credits
REL313 Historic Christian Belief	3 credits
Science: Any lab science course	4 credits
History: Any history course	3 credits
Literature: ENG240 American Literature or ENG250 British Literature	3 credits
ART172 Art Appreciation	2 credits
MUS149 Music Appreciation	2 credits
PHI413 Contemporary Christian Belief	3 credits
Social Science: SOC210 Social Problems	3 credits
Cross-Cultural: SOC200 Cultural Anthropology	3 credits

Associate of Arts in Justice Administration (65 credit hours)

General Education Requirements (44 credit hours)

IAS102 Orientation to Distance Learning	1 credit
IAS112 Foundations of Christian Thought	3 credits
ENG110 Expository Writing	3 credits
Communication: CAS110 Public Speaking or CAS120 Interpersonal Communication	3 credits

MAT100 Fundamentals of Mathematics	1 credit
PHI100 Fitness for Life	1 credit
PHP200 Individualized Physical Education	1 credit
BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
CIS104 Intro. to Computer & Info. Technology	2 credits
REL313 Historic Christian Belief	3 credits
Science: Any lab science course	4 credits
History: Any history course	3 credits
Literature: ENG240 American Literature or ENG250 British Literature	3 credits
ART172 Art Appreciation	2 credits
MUS149 Music Appreciation	2 credits
Social Science	3 credits

Choose from: SOC200, SOC210, JUS100,
PSY200, PSY240, PSY310 or SWK355

Cross-Cultural: REL324, REL375, or SOC200	3 credits
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Ministry Concentration (21 credit hours)

JUS100 Introduction to Criminal Justice	3 credits
JUS200 Correctional Chaplaincy	3 credits
JUS230 Restorative Justice	3 credits
CMII22 Evangelism and Discipleship	3 credits
Behavioral Sciences (1) PSY300, PSY310, PSY461, SWK355	3 credits
Ministry electives (2) BIB271, CMII22, PSY461, SWK355	6 credits

Public Policy Concentration (21 credit hours)

JUS100 Introduction to Criminal Justice	3 credits
JUS120 American Policing	3 credits
JUS230 Restorative Justice	3 credits
JUS240 Corrections	3 credits
JUS300 Criminal Law	3 credits
JUS321 Juvenile Delinquency	3 credits
Behavioral Sciences (I)	3 credits
PSY300, PSY310, PSY461, SWK355	

Associate of Arts in Liberal Arts (65 to 69 credit hours)

General Education Requirements (44 credit hours)

IAS102 Orientation to Distance Learning	1 credit
IAS112 Foundations of Christian Thought	3 credits
ENG110 Expository Writing	3 credits
Communication: CAS110 Public Speaking or CAS120 Interpersonal Communication	3 credits
MAT100 Fundamentals of Mathematics	1 credit
PHI100 Fitness for Life	1 credit
PHP200 Individualized Physical Education	1 credit
BIB109 Old Testament Survey	3 credits
BIB210 Biblical Literature II - New Testament	3 credits
CIS104 Intro. to Computer & Info. Technology	2 credits
REL313 Historic Christian Belief	3 credits
Science: Any lab science course	4 credits
History: Any history course	3 credits
Literature: ENG240 American Literature or ENG250 British Literature	3 credits
ART172 Art Appreciation	2 credits
MUS149 Music Appreciation	2 credits
Social Science	3 credits
Choose from: SOC200, SOC210, JUS100, PSY200, PSY240, PSY310 or SWK355	
Cross-Cultural: REL324, REL375, or SOC200	3 credits

Business Concentration (21 credit hours)

ACC241 Accounting Principles I	3 credits
ACC242 Accounting Principles II	3 credits
BUA307 Business Law	3 credits
BUA353 Principles of Management	3 credits
HRM362 Human Resource Management	3 credits
MAT110 Finite Mathematics	3 credits
MKT231 Principles of Marketing	3 credits

Christian Ministries Concentration (24 credit hours)

BIB271 Inductive Study of the Bible	3 credits
BIB320 The Pentateuch	3 credits
BIB330 Acts and the Early Church	3 credits
CM1122 Evangelism and Discipleship	3 credits
PHI262 Contemporary Issues	3 credits
MAT110 Finite Mathematics	3 credits
Electives: Choose any courses	6 credits

Discipleship Concentration (25 credit hours)

BIB271 Inductive Study of the Bible	3 credits
CMI122 Evangelism and Discipleship	3 credits
PSY200 General Psychology	3 credits
PSY272 Research in Psychology	3 credits
PSY300 Abnormal Psychology	4 credits
MAT110 Finite Mathematics	3 credits
Electives: Choose any courses	6 credits

History Concentration (21 credit hours)

History: Any HIS courses	15 credits
Electives: Choose any courses	6 credits

Professional Writing Concentration (22 credit hours)

CAM260 Introduction to Journalism	3 credits
PWR313 Article Writing I	2 credits
PWR314 Article Writing II	2 credits
PWR323 Non-Fiction and Scriptwriting	3 credits
PWR472 Freelance Writing	3 credits
MAT110 Finite Mathematics	3 credits
Electives: Choose any courses	6 credits

Social Science Concentration (21 credit hours)

PSY200 General Psychology	3 credits
PSY310 Integration of Psychology & Christianity	3 credits
SOC200 Cultural Anthropology	3 credits
SOC210 Social Problems	3 credits
SWK355 Helping Troubled Families	3 credits
Electives: Choose any courses	6 credits

Bachelor of Business Administration Students

The Bachelor of Business Administration (BBA) is an excellent program for those who desire a Christ-centered and flexible education. The degree is completed entirely online, and explores business principles in a practical and biblical manner. Students are introduced to different areas of business including management, marketing, entrepreneurship, communication, and finance. The BBA consists of a minimum of 120 credit hours. 42 upper division hours (300/400 level courses) are required.

Minors

The BBA student can add a minor in marketing and/or human resource management to his/her degree. Students are encouraged to dedicate elective hours to pursuing the 24-25 credit hour minors; this approach will not add additional hours to the 120-credit-hour requirement for the BBA. The classes will be taught in Independent Study Online (ISO) format. The overall cost of the degree remains the same if classes replace electives.

Course Format

Courses are offered in two formats. Major courses are Collaborative Study Online (CSO) in which students interact through discussion boards. These courses are offered on a rotational basis in the fall, spring, and summer. Courses outside of major requirements are delivered in Independent Study Online (ISO) format in which students work one-on-one with the professor.

In either format, the student can work on a class any time of the day, and never has to be online at a specific time. Taylor utilizes Blackboard, a password-protected interactive website, as the platform to deliver courses.

BBA Major Classes

BBA students must register for major classes the term they are offered in collaborative study format to ensure availability and timely completion of his/her degree. If the student is unable to register for major classes when they are available, Taylor University Online will work to meet the student's programmatic needs in a timely fashion, but cannot guarantee prompt availability of a course.

Practicum

BBA students complete a 4 credit hour practicum experience as part of the curriculum. Practicums give the opportunity to put classroom theory to practical use. Initially, students work with their professor to determine the expectations for the practicum, which are specific to the student's interest. Most students complete the practicum with their current employer. However, students may also choose to volunteer in a business-related capacity for a non-profit organization such as the YMCA or a church.

Elective Courses

Various degree programs require elective credit. Unless otherwise noted, the student may choose to fulfill this requirement with any course not specifically required by the program. When the degree plan requires elective hours from a specific discipline, any course from within that discipline and not already specifically required by the program can fulfill the requirement.

General Education

All students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the university as expressed in its Christian beliefs, mission statement, and academic objectives.

In seeking to integrate faith and learning in the Christian university environment, the general education program recognizes that all truth is God's truth in the special revelation of the inspired Scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This idea means that (1) faith is the foundation for our learning in the academic disciplines, and (2) the academic disciplines are important for informing our faith and transforming our world.

Christian worldview assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student's major and support preparation for the world of work as well as civic, social, and personal responsibilities.

General education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop learners who evidence the following characteristics of mature and intellectual Christians:

Spiritual Activity: Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a consistent lifestyle of study, worship, service, stewardship, and world outreach.

Critical Thinking: Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

Competent Communication: Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

Scientific Literacy: Students who are scientifically literate have understood and employed the scientific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human

affairs.

Aesthetic Literacy: Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts, including a discerning awareness of the language and literature of diverse art forms.

Civic Mindedness: Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural, economic, political, and social systems and value participation in those structures and processes.

Responsible Stewardship: Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation and practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

Lifelong Learning: Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.

Application for the Degree Program

Taylor University Online accepts applications to its degree programs on a year-round basis.

Criteria for Admission

Degree programs offered through Taylor University Online are specifically designed for motivated, self-directed learners who desire to maximize their learning experience through a unique, flexible and learner-empowered educational process. Thus, qualified applicants possess:

- Motivation to work toward the completion of a degree with Taylor University Online.
- An ability to successfully engage in college-level coursework as demonstrated by transcribed credits from previously attended colleges or universities or related experiences.
- An ability to become a self-directed learner.
- Computer capabilities for involvement in electronic communications with other learners, faculty and staff.
- A clear sense of educational direction.

Application Procedure

The process to apply for a degree program is outlined on the "degree" page of the Taylor University Online website, and includes downloadable materials. The application process requires the submission of the following items:

- Application
- Personal recommendation
- Official high school and college transcripts *
- Official SAT or ACT scores*
- Proficiency exams (when applicable)
- Application fee of \$40

Applications will not be reviewed until all materials are submitted. Students will be notified of acceptance within a week of the office receiving the last portion of the application.

*Official transcripts/scores are sealed documents sent directly from the institution to Taylor University Online. Photocopies or previously opened documents are not accepted.

Proof of Secondary School Completion

High School Transcripts

Applicant must have an official (sealed and signed by the school and sent to Taylor University Online) high school transcript submitted as part of the application process. This transcript must show the student's graduation date, class rank and cumulative grade point average. A copy of a high school diploma is not proof of completion and is not to be submitted. Contact the high school from which the student graduated to request a copy.

Homeschool Student Records

A transcript of the student's academic record is required of all homeschool graduates. The record must be typed and

signed by the person(s) who supervised the education. It must also show the graduation date and grade point average. Additional proof may be required if the grades on the transcript do not adequately indicate successful completion or gaps in the education record exist.

General Education Diploma (GED) or Other Graduation Documentation

Students who have a GED must have a composite score no less than 52 with no individual score below 48. An official copy of the GED test results must be sent to Taylor University Online directly.

Postsecondary college applicants who have not earned a high school diploma or GED must achieve passing scores on an approved test to qualify for federal aid as Ability to Benefit (ATB) students. Students would be advised to take such a test and have official test results submitted to Taylor University Online.

There are other agencies and state offices that test and issue secondary school completion certification. Taylor University will review and evaluate such agencies to determine acceptability for admission into a Taylor University Online degree program. Submit official proof and test results along with the application.

Acceptance

This admission classification is for applicants who meet the admissions standards. Accepted students can enroll in ISO courses immediately; students choosing to use financial aid must wait until the beginning of the next term. Applicants will be notified in writing of acceptance or rejection into a degree program. Taylor University Online reserves the right to withdraw a course or program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

Provisional Acceptance

This admissions classification is for applicants who, because of unusual circumstances, do not meet the minimum academic standards for regular admission. Students admitted under this classification must earn a minimum GPA of 1.70 during the first year as a full-time student in order to remain at Taylor. Students accepted under this classification are given a prescribed schedule that is less than 15 hours per semester.

Denial

Applicants who are not accepted into the program may reapply after a six month waiting period.

Proficiency Exams

Students are placed in the appropriate level of English and mathematics based on SAT or ACT scores. If test scores are not available or do not meet the standards outlined below, students are required to take remedial courses.

English/Writing

In order to ensure writing success at Taylor, all students will place into the freshman writing course that best meets their needs as college writers:

- ENG101 Fundamentals of Writing
- ENG110 Expository Writing

Most students' writing placement is determined by using SAT Critical Reading or ACT English test scores. Students with SAT critical reading scores of 540 or above or ACT English scores of 23 or above are considered to have met the reading proficiency requirement, and will be placed into ENG110. Students with lower or no available scores will be placed into ENG101.

After his/her placement, if a student believes that he/she has been placed into the wrong writing course – either at too high or too low of a level – the student should contact his/her advisor. The student will be given an online writing test to complete. Then, this writing sample, along with the SAT/ACT test scores will be evaluated in order to determine if the writing placement should be changed. The student will receive an email within two weeks of completing the writing test notifying him or her of the final writing placement.

All new students, both first-time freshmen and transfer students, are expected to complete ENG110 Expository Writing by the end of their first year, including at Taylor, approved transfer credit, or AP/CLEP credit.

Transfer Credit for ENGL 10

Writing courses transferred from other institutions to meet ENGL 10 must represent the total writing requirement at that college or university (the last course in a sequence if more than one semester is offered). The course should include process writing, finished essays, and a research paper. The Registrar's office must approve transfer courses.

AP Credit for ENGL 10

An AP score of 5 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department at Taylor University. If a score of 4 is received, it is the student's responsibility to request that AP send the essay to Taylor by September 15 for fall enrollment or March 15 for spring enrollment. The AP process must be completed before October 15 for students entering the fall semester or March 15 for those entering the spring semester.

CLEP Credit for ENGL 10

Students wishing to attempt CLEP credit must have scores at or above 660-SAT Critical Reading or 27-ACT English. A scaled score of 50 or higher on the CLEP College Composition Module exam qualifies a student to write an essay evaluated by English department. The CLEP exam must be taken and passed by October 15 for the students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register for ENGL 10 in their second semester at Taylor.

Math

Students with SAT math scores of 550 or above or ACT math scores of 24 or above are considered to have met the math proficiency requirement.

Students with SAT math scores below 550, ACT math scores below 24 or no available test scores are required to attain a passing score of at least 35 on the math proficiency exam. Students in this group who do not pass the proficiency exam will be enrolled in MAT 100 Fundamentals of Mathematics. Failure to pass the exam as part of the course will require re-enrollment in MAT 100 for the following term.

Students who wish to take the math proficiency exam must do so within one year of acceptance into the degree program. The exam can only be taken once. The student should contact his/her advisor to request the exam.

Transfer credit math courses will not meet the math proficiency requirement.

Advanced Placement

Students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

Students may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. A maximum of 30 hours of advanced placement and credit by examination may be applied to meet graduation requirements.

Prior to entering Taylor, students interested in AP or CLEP testing credit should contact Taylor University Online to request information regarding testing policies, fees, deadlines, and limitations. AP credit must be elected in the student's first semester at Taylor. CLEP exams must be taken and credit elected prior to reaching senior status at Taylor.

IB is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL); scores must be 5 or higher; courses for the major are subject to departmental review. Official transcripts must be requested from the IB office, not the high school; syllabi may be required if the course subject has not been previously reviewed.

GCE A-Level credit may be awarded with a grade of D or higher. Students must submit a certified copy of the examination certificate and examination syllabus to the Office of the Registrar. Credit will not be awarded on the basis of a results slip. Academic departments must approve credit for exams.

Transfer Credit Policies

New Students

To receive credit for coursework earned at other accredited institutions, new students should request that college transcripts be sent directly to Taylor University Online. These transcripts are then evaluated, and a copy of the evaluation is sent to the student. The Registrar evaluates courses for general education and elective credit, and confers with the appropriate department chair to have major or minor courses evaluated for transfer credit. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Students

After enrolling at Taylor, students who plan to take a course at another institution and wish to transfer credit to apply toward a degree must complete a transfer credit course approval form signed by the student's academic advisor, course department chair and the Registrar prior to enrolling in the course. The major or minor department chair's signature may be required if the course is a major/minor requirement. Upon completion of the course, students should request that transcripts be sent directly to Taylor University Online.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.
- Accepting courses for transfer credit and applying them toward degree requirements are separate considerations. Courses that transfer as elective credit may not be applicable to specific requirements.
- Only course work with a grade of "C-" or better will be accepted. Courses taken for a grade mode of pass, credit or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a "C-". Although a minimum grade is required, grades do not transfer. The student's GPA is computed only on work offered by or through Taylor University.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a grade of "D-" or better at Taylor. However, the grade on the transfer institution's transcript will be used to validate completion of the course to meet a curriculum requirement with the required grade. Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.
- Credits transferred from an accredited college may be accepted for transfer credit; however, lower-division (100-/200-level) or upper-division (300-/400-level) credit will be awarded based upon the Taylor equivalency course level.
- Credit by examination (e.g. AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor's standards in order to be accepted as transfer credit. Procedures for acceptance of credit may be obtained from Taylor University Online. Departmental challenge exams from other institutions are not transferrable.
- Graduation honors are computed only on Taylor University coursework.
- Degree requirements: (1) students must complete 50 percent of the minimum degree hours at Taylor University [e.g., 60 of the minimum 120 hours required for the BBA degree]; (2) students must complete 50 percent of the major or minor hours at Taylor University; and (3) at least 22 of the last 30 hours must be taken at Taylor University.
- Current Taylor University Online students may not transfer in courses taken from another institution that are available from Taylor University Online. If the course is offered by Taylor University Online, it must be taken from Taylor University Online unless special permission has been granted by the student's advisor.

At Taylor University Online, courses are transcribed on a semester credit system. Thus, courses taken at colleges and universities operating on the quarter system are converted to semester credit hours. Vocationally oriented and skill-level courses such as typing, shorthand, auto mechanics, etc., are not accepted toward degree programs within Taylor University Online. Remedial courses, duplicate credit, and continuing education units (CEU) are not accepted as transfer credit.

Prior Learning Assessment (PLA)

PLA is the process by which students document college level learning that occurred through life experiences in order to receive credit. Examples of life experience include job training, non-credit courses, military experience, volunteer activities, community service, etc. A maximum of 30 credit hours can be earned through PLA, which is in addition to transfer credit.

The process begins by taking IAS103 Introduction to Portfolio Development, a one-credit hour portfolio instruction class designed to help the student understand, create, and submit a PLA portfolio. Appropriate faculty members evaluate each portfolio and determine whether credit is awarded. PLA is restricted to students 25 years of age or older.

Fees for PLA include a \$400 portfolio opening fee and a \$100 transcription fee if credit is awarded.

Financial Aid

For the most current information, please refer to the financial aid section of our website at <http://online.taylor.edu/degrees/bachelor-of-business-administration/tuition.shtml>.

The financial aid programs at Taylor University recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, and loans. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, household size, and number of household members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA). An analysis of this data determines the student's eligibility for need-based grants and loans.

Students who plan to enroll on a part-time basis should consult Taylor University Online about the availability of financial aid programs. It should be noted that many aid programs require that a student be enrolled full time (a minimum of 12 credit hours per semester). To continue to receive need-based financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. A copy of this policy is available online at <http://www.taylor.edu/admissions/finaid/forms.shtml>. Satisfactory academic progress for financial aid applicants/recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, a student must successfully complete at least 50% of the credit hours attempted in a given term and 80% of the overall credit hours attempted. The student must also complete his/her undergraduate degree within 160 credit hours attempted, including transfer hours, AP and CLEP credit, and any other credits used to meet degree requirements.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the appropriate information from Taylor University Online.

In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:

- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note that transfer students must indicate Taylor University as a recipient of their Free Application for Federal Student Aid (FAFSA) information.
- Complete the FAFSA online at <http://www.fafsa.ed.gov> as soon as possible after January 1. Students are eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds and non-need merit-based aid.

Please also consider the following:

- In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete its income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
- The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).

Merit-Based Scholarship

Merit-based awards are presented to students who demonstrate outstanding scholarship. Financial need is not considered for this type of aid. This scholarship is available to all students beginning with their second term with Taylor University Online through the completion of their degrees. The scholarship will be based on the student's GPA from the first semester with Taylor and is renewable each year based on the student's cumulative GPA. To be eligible for this scholarship, the student must meet the following criteria:

- Registered for at least six credit hours in the previous semester
- Earned a cumulative 3.5 GPA or above
- Registering for at least six credit hours the following term (NOTE: If the student takes one or more semesters off, he/she will not be eligible for the scholarship the semester he/she returns.)

The award is available to all students who meet this criteria and is renewable with a 3.5 cumulative Taylor GPA. Students are not required to file the FAFSA to receive the scholarship. Taylor employees and their dependents are not eligible for this scholarship.

The scholarship amount will be based on the number of hours a student is registering for in the term the scholarship will be applied, and is as follows:

<u>Hours Registered</u>	<u>Scholarship Amount</u>
6 - 8 hours	\$250
9 - 11 hours	\$375
12 hours and above	\$500

Church Matching Grant

This grant allows Taylor University Online to match 100% of a church's contribution, up to a maximum of \$100 per semester. The grant is available to all students who meet the following criteria:

- Seeking a degree from Taylor University Online
- Taking at least six credit hours within the semester

All accepted students will be sent a grant pledge form due back to Taylor University Online by October 1st for the fall semester. Monies from the church must be received by November 1st for the fall semester in order to be matched by Taylor University. Dates for the spring semester are March 1 and April 1; for the summer semester, June 1 and July 1. Taylor employees and their dependents are not eligible for this grant.

Federal Pell Grant

Anyone may apply for this grant by completing the Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant is based on financial need as determined by the FAFSA. It offers a maximum of \$5,550 per year (amount subject to change on a yearly basis).

Loans

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Perkins Loan is based on financial need as determined by the FAFSA. Taylor awards a maximum of

\$1,500 per year according to financial need. Repayment begins nine months after the student leaves school or drops below half-time enrollment. A 5.0 percent interest rate is charged. Taylor University awards the loan, which must be signed for every year it is received.

- The Federal Direct Subsidized Stafford Loan is a student loan provided directly from the federal government. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <http://www.taylor.edu/admissions/finaid/student-loans> by July 1. This loan is based on financial need as determined by the FAFSA. The loan provides a maximum of \$3,500 per year for freshmen; \$4,500 per year for sophomores; and \$5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 4.5 percent.
- The Federal Direct Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limits when combined with a subsidized loan. This loan has a fixed interest rate of 6.8 percent.
- The Federal Direct PLUS Loan is a loan for parents provided directly from the federal government, and a separate application must be completed online at <http://www.taylor.edu/admissions/finaid/student-loans>. To ensure disbursement for the August payment, the online application must be completed by July 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal PLUS has a fixed interest rate of 7.9 percent.

Finance

Tuition is charged at \$350 per credit hour.

Payment of Bills

The billing statement is emailed on or by the last day of each month to the student's supplied email address, with payment due the 20th of the month. The initial billing statement for the fall semester is sent on or about September 1, and is due in full September 20.

Statements are issued each month for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month in which they are billed. Full account information is available through the portal and includes unbilled activity as well as statements. Payment can be submitted over the phone with a credit card or by mailing a check. We accept MasterCard, Discover, or VISA. It is the student's responsibility to provide access to this information to their parents.

Taylor University uses the email address provided by the student to communicate, and the student is responsible to check their email account regularly as they miss important information if they do not do so. Students can set up their preferred address for online billing and also authorize additional (e.g. parent) e-billing addresses by completing the authorization that can be accessed through their online account.

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed will be subject to a \$5 late fee or interest accrued at an annual percentage rate of 13 percent, whichever is greater.

A student's account must be current to avoid a hold by the Office of the Bursar on registration, and a student's account must be paid in full for release of transcripts or diploma.

Refund Schedule

Below is the refund schedule for the semester. It applies only if the student withdraws from all classes taken within that term. If the student only withdraws from some classes, he or she forfeits the cost of tuition for those classes.

Withdrawals to the end of:

• First Week*	90%
• Second Week	90%
• Third Week	75%
• Fourth Week	60%
• Fifth Week	45%
• Sixth Week	20%
• Seventh Week to end of semester	0%

*First five class days of the term.

Academic Advisors

The purpose of academic advising at Taylor University is to assist students in developing educational and career goals that are compatible with their perceived life calling; empower students to accept responsibility and leadership in developing their own educational plans; and aid students in their professional, emotional, and spiritual development.

Students are assigned an advisor. All students are required to communicate with their advisor prior to registering for courses each semester. While Taylor University publishes program information and assigns advisors, each student is solely responsible for ensuring that his/her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed with the Registrar's Office.

Registration Procedure

Upon acceptance into a program, a student will work with his/her assigned advisor to determine a course schedule and to register for classes. Courses are offered in two ways, contingent upon financial aid. If financial aid is utilized, courses are taken within traditional fall, spring, and summer 15-week semesters and, therefore, have set start dates. Without financial aid, a student can enroll in a course any day of the year, and will have four months to complete the coursework. With the latter option, payment is required upfront.

Registration with Financial Aid

Students using financial aid must register within the term. Courses will be ISO format, with the BBA major courses in CSO format, and will have assignment due dates. The registration process is completed through the advisor.

Registration without Financial Aid

Students who are not using financial aid may register outside the term. Courses will be ISO format and will not have assignment due dates. The registration process is completed through the Taylor University Online website.

- *Extensions*

Students are eligible for one–four month extension per course for a fee of \$125. Extension requests and payment of the fee must be received two weeks prior to the expiration date of the course. Requests made within two weeks of the course expiration date will be denied.

If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of “F” is issued. Students have the option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics (GPA).

- *Drop/Add*

Students may drop a course and add another within 7 days of the registration date. The student will pay or be refunded any disparity in tuition between the two courses. The dropped course will not appear on the transcript. Course materials associated with the dropped course are nonreturnable and nonrefundable.

- *Dropping/Withdrawing from Courses*

The refund schedule and transcript ramifications for students who withdraw from a course are as follows:

- o Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript
- o Withdraw between 8 and 28 days of registration: 75% refund and course appears as a “W” on the transcript

- o Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a “W” on the transcript
- o Withdraw during the extension period: 0% refund and course appears as a “WF” on the transcript

To request to be withdrawn from a course, contact your advisor. The date the request is submitted will be honored as the withdrawal date.

Audit Registration

Courses taken through Taylor University Online are not available for audit.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student’s transcript. The cumulative grade point average will reflect the most recent grade in the repeated course. Duplicate credit hours are not awarded when repeating a course.

Academic Calendar

The Taylor University Online academic year consists of fall, spring, and summer semesters. Under this schedule, fall semester classes are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 15 weeks.

The academic calendar is available online at

<http://www.taylor.edu/academics/registrar/academic-calendar.shtml>. Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.

Academic Load

For reporting purposes, a minimum of 12 semester credit hours is considered full-time, while less than 12 is considered part-time.

Grading System

Evaluation and grading are an integral part of the learning process at Taylor University Online. Grades are a means of validating learning and are used to quantify the extent to which course competencies have been met. They also serve as a validating measure to third parties such as employers, other academic institutions, scholarship programs, etc.

The following grades and quality points are assigned to Taylor University Online students when calculating the grade point average (GPA):

Grade	Meaning	Quality Points	Calculated in GPA
A	Superior	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B	Good	3.00	Yes
B-		2.67	Yes
C+		2.33	Yes
C	Satisfactory	2.00	Yes
C-		1.67	Yes
D+		1.33	Yes
D	Minimally acceptable	1.00	Yes
D-		.67	Yes
F	Failing	0	Yes
P	Pass (C- or above)	0	No
WP	Withdrawn – Passing	0	No
WF	Withdrawn – Failing	0	No
EXT	Course extended	0	No

The unit of credit is the semester hour. Grade point average is calculated by dividing quality points by GPA hours. Grade

point hours include only Taylor University courses taken for a grade.

Final Grades

A course is completed when 1) a student completes all requirements in the course syllabus, 2) all outstanding fees have been paid, and 3) the final grade has been posted. Please allow one week per assignment submission for the instructor to process a final grade. Final grades are maintained as a permanent record by Taylor University and are reported on transcripts. If a grade is needed in a shorter timeframe than one week per assignment, contact the Taylor University Online office prior to enrolling in the course to make arrangements.

Academic Progress

A student who meets the minimal grade point average requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required grade point average is placed on academic probation and enters a special advisement program under the direction of Taylor University Online.

<u>Stages</u>	<u>Cumulative Earned Hours</u>	<u>Minimum Required GPA</u>
1	00.00-12.99	1.60
2	13.00-30.99	1.70
3	31.00-44.99	1.80
4	45.00-60.99	1.90
5	61.00 +	2.00

The grade point average of each student is reviewed according to the academic progress chart to determine whether action should be taken with respect to probationary status.

To maintain active status, a student must be enrolled in a minimum of six semester credit hours during each 12 month period from the date of acceptance into a degree program. A student may not enroll in more than 17 credit hours at a time without permission of the Dean. Any student who does not complete at least one course with a satisfactory grade within 12 months of acceptance will be withdrawn from the program.

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online Office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an EXT) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for your course (exam or lesson).

Student Complaint Resolution

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the "Program Integrity Rule." This amendment provides, among other things, regulations associated with the federal student financial aid program that require colleges or universities authorized to offer postsecondary education in one or more states to ensure access to a complaint process 34 CFR 668.43(b) that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false \ advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

For more information, please visit: <http://www.taylor.edu/about/services/student-consumer-information/student-complaint-resolution.shtml>.

Stop-Out Policy

A student who finds it necessary to suspend their degree-seeking status with Taylor University Online temporarily with the firm intention to return may apply for stop-out status. This status, which is open to students in good academic standing (2.0 GPA or above), is limited to one year; requires a definite return date, and enables students to return without formally applying for readmission through Taylor University Online. Students unable to return at the designated return date will be required to go through the formal readmission process. The stop-out application process requires approval by the student's advisor and the registrar. A student planning to take courses at another institution during the stop-out period must submit transfer credit request forms to Taylor University Online before the stop-out status will be approved. Failure to do so will require submission of the readmission form.

Academic Probation

For students placed on probation, failure to reach the minimum requirements by the end of the next stage results in suspension from the university, unless during that stage at least a 2.30 grade point average is earned. Students who earn a 2.30 grade point average may be placed on "extended probation" and are not eligible to receive financial aid. First-time suspension is for one semester; a second-time suspension is for one year. A student may apply for readmission after the suspension period. Readmission is not automatic and requires the approval of Taylor University Online.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. For unsatisfactory academic performance, the Dean may dismiss learners who have been placed on probation and who have not met the conditions of their probation. Written notification of dismissal shall be sent directly to the learner.

Change of Major/Concentration

A degree-seeking student with Taylor University Online may petition to change from one major or concentration to another. Students changing major/concentration must meet curricular requirements for the new major/concentration. The registrar will conduct a re-evaluation of transfer credits. Transfers and courses already taken from Taylor University may or may not apply to the new major/concentration.

Program Withdrawal

The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure

Students who wish to reenter Taylor University Online must submit the readmission form for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of readmittance. Students will be subject to the current tuition rate at the time of readmission.

Academic Integrity & Plagiarism

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper

in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to their School Dean and the Office of Student Development. Departments or professors may have discipline or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source.²

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback and plagiarism. Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Plagiarism Policy: All major acts of plagiarism must be reported by the faculty member to the appropriate academic School Dean and Student Development. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the academic School and Student Development and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in the academic School office and Student Development will be destroyed along with all other student records according to their respective policies.

¹ *Common knowledge* means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

² Adapted from the Writing Program Administrators' "*Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.*" <http://www.wpacouncil.org>

Textbooks

It is the responsibility of the student to obtain textbooks. If the student is waiting for financial aid in order to get books, he/she can request Taylor University Online to order and ship required textbooks on his/her behalf. The student will be charged a fee of \$165 per course, which will be added to his/her account.

Students should request this service two weeks prior to the start of the semester to ensure prompt delivery. If the request is within two weeks of the semester start, Taylor University Online does not guarantee arrival of the textbooks prior to classes starting.

Extensions

Students who are receiving financial aid cannot purchase extensions for classes taken within the semester. By appealing to and receiving permission from the Director of Taylor University Online, a student can receive an extension of up to, but not exceeding, two weeks. Extensions will not be granted for longer than two weeks. Appeals detailing the extenuating circumstances surrounding the request (i.e. health-related issues, death in the family) should be made in writing two weeks prior to the last day of classes.

Freeze Tuition Rate

A student will lock in the tuition rate of the first semester in which classes are taken as an accepted degree-seeking student

at Taylor. He/she will not be subject to tuition increase as long as he/she registers for one course per year. If one year has elapsed since the last registration date, the student will be subject to the current tuition rate upon registration unless the student requested to be placed on stop-out status.

Classification of Students

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as follows:

<u>Class</u>	<u>Total Cumulative Credits</u>
Freshman	0.00–30.99 credits
Sophomore	31.00–60.99 credits
Junior	61.00–94.99 credits
Senior	95+ credits

Graduation

Candidates for graduation must complete and submit an application for graduation at least one semester prior to the anticipated graduation date. The graduation application begins the degree audit process.

The Office of the Registrar will conduct degree audits on behalf of the student. If deficiencies are discovered, the student will be removed as a candidate for completion and participation in Commencement; it is the student's responsibility to notify his or her family of the change. If a new definitive plan is submitted addressing and correcting the deficiencies, the student may be reinstated as a graduation candidate.

Prior to the senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

Commencement and Graduation

A student may complete graduation requirements at the end of any of Taylor University instructional terms concluding in December, January, May, June, July, or August. However, the Commencement ceremony is held only in May at the end of the spring term. While attendance at Commencement is optional for the Taylor University Online student, participation is encouraged. Caps and gowns are provided by the university. If a student plans on participating in graduation and has not received instructions about his or her cap and gown by mid-April, he or she should contact the Registrar's Office.

Summer graduation candidates may participate in Commencement if they have no more than 8 credit hours remaining and have submitted a plan to complete these hours by the respective official summer graduation date. December and January graduates are eligible to participate in the ceremony following their official graduation.

Diplomas will be mailed to graduates within three weeks of the conferral date following submission of final grades and completion of the final degree audit by the Office of the Registrar. A graduate must fulfill all financial obligations to the University before he or she receives a diploma.

Major/Minor GPA Calculation

Only courses with a grade of "C-" or better will count in satisfying major/minor credit hour requirements. However, the institutional ("default") methodology for computing the major or minor GPA will be to include all courses that could be counted toward the major/minor, including courses in which a grade below "C-" is earned. This includes courses taken in cognates, tracks, supporting areas, etc.

All major and minor programs will continue to have a 2.3 major and minor GPA requirement. Individual programs may have circumstances unique to the discipline that would suggest that major or minor GPA requirements might be more appropriately computed in a specific manner.

Bachelor of Business Administration Requirements (120 credit hours)

Major Requirements (55 credit hours)

ACC241 Accounting Principles I	3 credits
ACC242 Accounting Principles II	3 credits
BUAXXX Business Statistics	3 credits
CAS340 Intercultural Communication	3 credits
ECO201 Principles of Microeconomics	3 credits
ECO202 Principles of Macroeconomics	3 credits
ENT420 Creativity & Concept Development	3 credits
ENT422 New Venture Planning	3 credits
FIN361 Corporate Finance	3 credits
IAS330 Human Relations in Organizations	3 credits
ITB375 International Business	3 credits
MGT343 Legal & Ethical Environment of Business	3 credits
MGT352 Management Analysis & Practice	3 credits
MGT393 Practicum	4 credits
MGT423 Strategic Planning & Leadership	3 credits
MGT431 Project Management	3 credits
MKT331 Marketing Management	3 credits

General Education Requirements (40 credit hours)

IAS102 Orientation to Distance Learning	1 credit
BIB213 Survey of Biblical Literature	4 credits
IAS112 Foundations of Christian Thought	3 credits
IAS403 A Christian Worldview	4 credits
PHP100 Fitness for Life	1 credit
PHP200 Individualized Physical Education	1 credit
Communication: CAS110 Public Speaking or CAS120 Interpersonal Communication	3 credits
ENG110 Expository Writing	3 credits
Fine Arts: ART172 Art Appreciation or MUSI49 Music Appreciation	2 credits
Literature: ENG240 American Literature or ENG250 British Literature	3 credits
CIS104 Intro. to Computers & Info. Technology	2 credits
Science: Any lab science course	4 credits
Math: MAT110 Finite Mathematics or BUAXXX Business Statistics	3 credits
Civic Engagement (I): ECO201 Principles of Microeconomics JUS100 Introduction to Criminal Justice SOC210 Social Problems	3 credits
Social Science (I): ECO202 Principles of Macroeconomics IAS330 Human Relations in Organizations SOC200 Cultural Anthropology PSY200 General Psychology	3 credits
Cross Cultural: One designated CC course	3 credits

Electives (25 credit hours)

HRM362 Human Resource Management	3 credits
HRM462 Organizational Behavior & Development	3 credits
MGT442 Business Ethics	3 credits
MKT231 Principles of Marketing	3 credits

Human Resource Management Minor	24 credits
Marketing Minor	25 credits

Human Resource Management Minor (24 credit hours)

MGT201 Business Basics Boot Camp	3 credits
CAS201 Corporate Communication	3 credits
HRM362 Human Resource Management	3 credits
HRM462 Organizational Behavior & Development	3 credits
MGT311 Business Law	3 credits
MGT352 Management Analysis & Practice	3 credits
Select two human resource management electives.	

Marketing Minor (25 credit hours)

MAT201 Introductory Statistics	4 credits
MGT201 Business Basics Boot Camp	3 credits
MKT231 Principles of Marketing	3 credits
MKT445 Best Practices in Marketing	3 credits
MKT460 Consumer Behavior	3 credits
Select three marketing electives.	

Transition to Teaching Students

The Transition to Teaching (TTT) program is a non-degree, graduate program designed for individuals who have earned a baccalaureate degree from a regionally accredited institution of higher education and wish to pursue a teaching license. The program includes coursework completed online along with associated field experiences.

Students desiring an elementary license will complete a 24-hour course of study. The secondary licensure program is an 18-hour course of study. A secondary license is only available in the same content area as the student's undergraduate degree and must be one of the following majors:

- Biology
- Business
- Chemistry
- English
- French
- Historical Perspectives
- Math
- Physical Science
- Physics
- Social Studies
- Spanish

Candidates must meet all state licensure requirements of the Indiana Department of Education. A ten-week student teaching experience is a mandatory component of either program. Upon successful completion of all program requirements, students may apply for a teaching license.

In addition to the coursework required for each program, students admitted to the program must complete the following requirements: complete any outstanding content standards, pass the Praxis I and Praxis II tests, complete a disposition audit and portfolio, receive documented training in CPR, and apply for state licensure.

Application for the Program

Taylor University Online accepts applications to its programs on a year-round basis.

Criteria for Admission

The candidate must have at least a 3.0 GPA in bachelor's degree work. Five years of professional experience in an education-related field suffices for those candidates with a GPA between 2.5 and 3.0.

Application Procedure

The process to apply for this program is outlined on the "Transition to Teaching" page of the Taylor University Online website, and includes downloadable materials. The application process requires the submission of the following items:

- Transition to Teaching Application
- College transcripts*
- Criminal background check from Indiana State Police
- Application fee: \$100

Prior to formal admission into the program, the following items must be completed:

- Praxis I test passed at state qualifying scores
- Praxis II content test passed at state qualifying scores (secondary program candidates)

Applications will not be reviewed until all materials are submitted. Students will be notified of acceptance within a week of the office receiving the last portion of the application.

*Official transcripts/scores are sealed documents sent directly from the institution to Taylor University Education Department. Photocopies or previously opened documents are not accepted.

Acceptance

This admission classification is for applicants who meet the admissions standards. Accepted students can enroll in courses immediately; students choosing to use financial aid must wait until the beginning of the next term. Applicants will be notified in writing of acceptance or rejection into the Transition to Teaching program. Taylor University Online reserves the right to withdraw a course or program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

Provisional Acceptance

This admissions classification is for applicants who have not passed the Praxis exams. Students admitted under this classification may only take TTT510 and TTT520 prior to successfully passing the required Praxis exams.

Denial

Applicants who are not accepted into the program may not reapply.

Transfer Credit Policies

New Students

To receive credit for coursework earned at other accredited institutions, new students should request that college transcripts be sent directly to the Taylor University Education Department. These transcripts are then evaluated, and a copy of the evaluation is sent to the student. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Students

After enrolling at Taylor, students who plan to take a course at another institution and wish to transfer credit to apply toward a degree must complete a transfer credit course approval form signed by the student's academic advisor, course department chair and the Registrar prior to enrolling in the course. Upon completion of the course, students should request that transcripts be sent directly to the Taylor University Education Department.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit.
- Courses older than seven years are generally not accepted.

- Credits taken at an accredited college may be accepted for transfer credit.
- Only course work with a grade of “B” or better will be accepted. Although a minimum grade is required, grades do not transfer. The student’s GPA is computed only on work offered by or through Taylor University.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a grade of “C-” or better at Taylor. However, the grade on the transfer institution’s transcript may be used to validate completion of the course to meet a curriculum requirement with the required grade. Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.
- The maximum number of transfer credits accepted varies by program and will not exceed twelve credit hours.
- The Director of Teacher Certification must approve courses that apply toward teacher certification.
- Current Taylor University Online students may not transfer in courses taken from another institution that are available from Taylor University Online. If the course is offered by Taylor University Online, it must be taken from Taylor University Online unless special permission has been granted by the student’s advisor.

At Taylor University Online, courses are transcribed on a semester credit system. Thus, courses taken at colleges and universities operating on the quarter system are converted to semester credit hours.

Financial Aid

For the most current information, please refer to the financial aid section of our website at <http://online.taylor.edu/transition-to-teaching/aid.shtml>.

The following information regarding financial aid is accurate at the time of the catalog printing, but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website at www.taylor.edu/admissions/finaid or contact the financial aid office.

The financial aid programs at Taylor recognize that it is the basic responsibility of students to finance their graduate education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of loans. Financial aid is awarded primarily on the basis of financial need. If the student’s aid package is based on financial need, the total aid package cannot exceed the student’s financial need.

Financial need is defined as the difference between a student’s resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, books, supplies, and personal expenses) and the ability of the student to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the student’s income and assets, household size, and number of household members in a higher education institution.

To determine the extent of a student’s financial need and ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA). An analysis of this data determines a student’s eligibility for need-based aid. Satisfactory academic progress for financial aid applicants/recipients who are graduate students shall be measured both qualitatively and quantitatively. Specifically, in order to be eligible to receive financial aid, students must meet the following criteria:

1. Maintain a minimum cumulative grade point average of 2.7.
2. Successfully complete at least 67% of cumulative attempted credit hours.
3. Complete the graduate degree program in a maximum number of credit hours not to exceed 150% of the program length (e.g., if the program length is 30 credit hours then the student must complete the program within 45 cumulative credit hours attempted).

In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:

1. Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized.
2. Complete the FAFSA online at <http://www.fafsa.ed.gov> as soon as possible after January 1.

Please also consider the following:

- In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a student complete his or her income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
- The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).

Loans

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Direct Subsidized Stafford Loan is a student loan provided directly from the federal government. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <http://www.taylor.edu/admissions/finaid/loans.shtml> by June 1. This loan is based on financial need as determined by the FAFSA. The loan provides a maximum of \$8,500, depending on financial need. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 6.8 percent.
- The Federal Direct Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limit of \$20,500 per year when combined with a subsidized loan. This loan has a fixed interest rate of 6.8 percent.
- The Federal Direct Grad PLUS Loan is a loan for graduate students provided directly from the federal government, and a separate application must be completed online at <http://www.taylor.edu/admissions/finaid/loans.shtml>. To ensure disbursement for the August payment, the online application must be completed by June 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal Grad PLUS has a fixed interest rate of 7.9 percent.

Finance

Tuition is charged at \$450 per credit hour.

Payment of Bills

The billing statement is emailed on or by the last day of each month to the student's supplied email address, with payment due the 20th of the month. The initial billing statement for the fall semester is sent on or about September 1, and is due in full September 20.

Statements are issued each month for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month in which they are billed. Full account information is available through the portal and includes unbilled activity as well as statements. Payment can be submitted over the phone with a credit card or by mailing a check. We accept MasterCard, Discover, or VISA.

Taylor University uses the email address provided by the student to communicate, and the student is responsible to check their email account regularly as they miss important information if they do not do so. Students can set up their preferred address for online billing and also authorize additional (e.g. parent) e-billing addresses by completing the authorization that can be accessed through their online account.

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed will be subject to a \$5 late fee or interest accrued at an annual percentage rate of 13 percent, whichever is greater.

A student's account must be current to avoid a hold by the Office of the Bursar on registration, and a student's account must be paid in full for release of transcripts or diploma.

Refund Schedule

Below is the refund schedule for the semester. It applies only if the student withdraws from all classes taken within that term. If the student only withdraws from some classes, he or she forfeits the cost of tuition for those classes.

Withdrawals to the end of:

• First Week*	90%
• Second Week	90%
• Third Week	75%
• Fourth Week	60%
• Fifth Week	45%
• Sixth Week	20%
• Seventh Week to end of semester	0%

*First five class days of the term.

Academic Advisors

Students are assigned an advisor. All students are required to communicate with their advisor prior to registering for courses each semester. While Taylor University publishes program information and assigns advisors, each student is solely responsible for ensuring that his/her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed with the Registrar's Office.

Registration Procedure

Upon acceptance into a program, a student will work with his/her assigned advisor to determine a course schedule and to register for classes. Courses are offered in two ways, contingent upon financial aid. If financial aid is utilized, courses are taken within traditional fall, spring, and summer 15-week semesters and, therefore, have set start dates. Without financial aid, a student can enroll in a course any day of the year, and will have four months to complete the coursework. With the latter option, payment is required upfront.

Registration with Financial Aid

Students using financial aid must register within the term. Courses will be ISO format and will have assignment due dates. The registration process is completed through the advisor.

Registration without Financial Aid

Students who are not using financial aid may register outside the term. Courses will be ISO format and will not have assignment due dates. The registration process is completed through the advisor.

- *Extensions*

Students are eligible for one–four month extension for a fee of \$125. Extension requests and payment of the fee must be received two weeks prior to the expiration date of the course. Requests made within two weeks of the course expiration date will be denied.

If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of "F" is issued. Students have the option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics (GPA).

- *Drop/Add*

Students may drop a course and add another within 7 days of the registration date. The student will pay or be

refunded any disparity in tuition between the two courses. The dropped course will not appear on the transcript. Course materials associated with the dropped course are nonreturnable and nonrefundable.

- *Dropping/Withdrawing from Courses*

The refund schedule and transcript ramifications for students who withdraw from a course are as follows:

- o Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript
- o Withdraw between 8 and 28 days of registration: 75% refund and course appears as a “W” on the transcript
- o Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a “W” on the transcript
- o Withdraw during the extension period: 0% refund and course appears as a “WF” on the transcript

To request to be withdrawn from a course, contact your advisor. The date the request is submitted will be honored as the withdrawal date.

Audit Registration

Courses taken through Taylor University Online are not available for audit.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student’s transcript. The cumulative grade point average will reflect the most recent grade in the repeated course. Duplicate credit hours are not awarded when repeating a course.

Academic Calendar

The Taylor University Online academic year consists of fall, spring, and summer semesters. Under this schedule, fall semester classes are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 15 weeks.

The academic calendar is available online at

<http://www.taylor.edu/academics/registrar/academic-calendar.shtml>. Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.

Academic Load

For reporting purposes, a minimum of 6 semester credit hours is considered full-time, while less than 6 is considered part-time.

Grading System

Evaluation and grading are an integral part of the learning process at Taylor University Online. Grades are a means of validating learning and are used to quantify the extent to which course competencies have been met. They also serve as a validating measure to third parties such as employers, other academic institutions, scholarship programs, etc.

The following grades and quality points are assigned to Taylor University Online students when calculating the grade point average (GPA):

Grade	Meaning	Quality Points	Calculated in GPA
A	Superior	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B		3.00	Yes
B-	Good	2.67	Yes
C+		2.33	Yes
C		2.00	Yes
C-		1.67	Yes
D+	Satisfactory	1.33	Yes
D		1.00	Yes
D-		.67	Yes

F	Failing	0	Yes
P	Pass (C- or above)	0	No
WP	Withdrawn – Passing	0	No
WF	Withdrawn – Failing	0	No
EXT	Course extended	0	No

The unit of credit is the semester hour. Grade point average is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

Final Grades

A course is completed when 1) a student completes all requirements in the course syllabus, 2) all outstanding fees have been paid, and 3) the final grade has been posted. Please allow one week per assignment submission for the instructor to process a final grade. Final grades are maintained as a permanent record by Taylor University and are reported on transcripts. If a grade is needed in a shorter timeframe than one week per assignment, contact the Taylor University Online office prior to enrolling in the course to make arrangements.

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online Office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an EXT) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for your course (exam or lesson).

Student Complaint Resolution

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the "Program Integrity Rule." This amendment provides, among other things, regulations associated with the federal student financial aid program that require colleges or universities authorized to offer postsecondary education in one or more states to ensure access to a complaint process 34 CFR 668.43(b) that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

For more information, please visit: <http://www.taylor.edu/about/services/student-consumer-information/student-complaint-resolution.shtml>.

Program Withdrawal

The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Readmission Procedure

Students who wish to reenter Taylor University Online must submit the readmission form for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of re-

admittance. Students will be subject to the current tuition rate at the time of readmission.

Academic Integrity & Plagiarism

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to their School Dean and the Office of Student Development. Departments or professors may have discipline or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source.²

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback and plagiarism. Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Plagiarism Policy: All major acts of plagiarism must be reported by the faculty member to the appropriate academic School Dean and Student Development. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the academic School and Student Development and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in the academic School office and Student Development will be destroyed along with all other student records according to their respective policies.

¹ *Common knowledge* means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

² Adapted from the Writing Program Administrators' "*Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.*" <http://www.wpacouncil.org>

Textbooks

It is the responsibility of the student to obtain textbooks. If the student is waiting for financial aid in order to get books, he/she can request Taylor University Online to order and ship required textbooks on his/her behalf. The student will be charged a fee of \$165 per course, which will be added to his/her account.

Students should request this service two weeks prior to the start of the semester to ensure prompt delivery. If the request

is within two weeks of the semester start, Taylor University Online does not guarantee arrival of the textbooks prior to classes starting.

Extensions

Students who are receiving financial aid cannot purchase extensions for classes taken within the semester. By appealing to and receiving permission from the Director of Taylor University Online, a student can receive an extension of up to, but not exceeding, two weeks. Extensions will not be granted for longer than two weeks. Appeals detailing the extenuating circumstances surrounding the request (i.e. health-related issues, death in the family) should be made in writing two weeks prior to the last day of classes.

Freeze Tuition Rate

A student will lock in the tuition rate of the first semester in which classes are taken as an accepted Transition to Teaching student at Taylor. He/she will not be subject to tuition increase as long as he/she registers for one course per year. If one year has elapsed since the last registration date, the student will be subject to the current tuition rate.

Completion of Classes

Upon the completion of the required classes, students will work with the Director of Teacher Certification to apply for state licensure.

Transition to Teaching Requirements

Elementary Licensure Program Requirements (24 credit hours)

TTT510 Introduction to the Education Profession	3 credits
TTT520 Educational Psychology	3 credits
TTT530 Introduction to Diverse & Exceptional Children	3 credits
TTT540 Mathematics in the Elementary Classroom	3 credits
TTT560 Early Literacy Experiences & Assessments: K-3	3 credits
TTT565 Middle Childhood Literacy & Assessment	3 credits
TTT580 Methods & Materials for Elementary Teachers	3 credits
TTT590 Student Teaching: Transition to Teaching	3 credits

Secondary Licensure Program Requirements (18 credit hours)

TTT510 Introduction to the Education Profession	3 credits
TTT520 Educational Psychology	3 credits
TTT530 Introduction to Diverse & Exceptional Children	3 credits
TTT550 Classroom Discipline & Management	3 credits
TTT555 Secondary Methods	3 credits
TTT590 Student Teaching: Transition to Teaching	3 credits

Course Catalog

Biblical Studies: 21 courses

BIB109 Old Testament Survey, 2-3 credits

A survey of the entire Old Testament through a book-by-book approach to the narrative, including study of the distinctive message, the characters and the events of each book as they relate to the historical sequence, and some applications of the Old Testament teaching to contemporary Christian living.

BIB209 New Testament Survey, 2 credits

A survey of the entire New Testament, including the life of Christ, the establishment of the Church, the life and letters of Paul and the remaining letters of the New Testament.

BIB210 Biblical Literature II - New Testament, 3 credits

A course that includes a foundation in New Testament study with a focus on Jesus Christ as portrayed in the gospels and epistles. Also included is a series of explorations into the relevancy of Christ to modern life.

BIB213 Survey of Biblical Literature, 4 credits

A survey of the Bible, both Old and New Testaments, designed to help students learn the central ideas and themes of the Bible; to become familiar with its chief persons, places and events; to become aware of the types of biblical literature; and to develop the ability to study the Bible effectively.

BIB216 Historical Books, 3 credits

This course is a study of the books of Joshua through Esther, with emphasis on biblical history, geography, chronology, and spiritual implications.

BIB217 Genesis, 3 credits

A detailed study of the book of “beginnings,” giving attention to its authorship, authenticity, chronology, and spiritual implication.

BIB218 Matthew, 2 credits

A detailed study of the purpose, structure, and theology of Matthew’s gospel, with special emphasis on titles and teachings of Jesus, significant events in His life, and the application of the gospel to the present time.

BIB271 Inductive Study of the Bible, 3 credits

Specific methods are taught to enable the students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings.

BIB313 Romans, 3 credits

A detailed study of the book of Romans with special emphasis on Paul’s purpose in writing the book and the development of his argument throughout the book.

BIB320 The Pentateuch, 3 credits

Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered.

BIB330 Acts & the Early Church, 3 credits

A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit and the place of the church in the world.

BIB331 Pauline Epistles, 3 credits

Attention is given to the life, ministry, and writing of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle.

BIB332 Hebrews & General Epistles, 3 credits

A study of the non-Pauline epistles with attention to their introductory issues (authorship, audience, date, setting, etc.) and theological issues. The authors’ arguments will be analyzed and various interpretations of debated passages will be examined. Critical thinking skills will be employed in studying the letters.

BIB341 The Gospels, 3 credits

This course stresses the life and teaching of Jesus Christ as set forth in the Synoptic Gospels and John. Attention will be given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today.

GRK203 Elementary New Testament Greek I, 3 credits

A beginning grammar of New Testament Greek in which nouns, adjectives, and prepositions as well as the present and future indicative verbs are introduced. This course is taught through correspondence.

GRK204 Elementary New Testament Greek II, 3 credits

A continuation of GRK203 in which imperfect, aorist, and perfect indicative verbs, as well as participles, infinitives, and non-indicative moods are introduced. This course is taught through correspondence.

GRK205 Elementary New Testament Greek III, 3 credits

A continuation of GRK203 and GRK204. This course is taught through correspondence.

HEB202 Elementary Old Testament Hebrew I, 2 credits

A study of the fundamentals of accidence and basic syntax of biblical Hebrew. A review of selected portions of the Hebrew Old Testament. This course is taught through correspondence.

HEB203 Elementary Old Testament Hebrew II, 2 credits

A continuation of the study of fundamental principles of Old Testament Hebrew. Prerequisite: HEB202 or equivalent course. This course is taught through correspondence.

HEB204 Elementary Old Testament Hebrew III, 2 credits

A continuation of the study of fundamental principles of Old Testament Hebrew. Prerequisites: HEB202 and HEB203 or equivalent courses. This course is taught through correspondence.

Business: 24 courses

ACC241 Accounting Principles I, 3 credits

An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal procedures for recording and protecting assets.

ACC242 Accounting Principles II, 3 credits

A continuation of ACC241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations.

BUA443 Ethics in Leadership, 3 credits

Exploration of how ethics shape the concept and practice of leadership and policy making in organizations, including the role of values in ethical decision making and determining the moral obligations of leaders and followers. Emphasis is on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations.

ECO201 Principles of Microeconomics, 3 credits

An introduction to microeconomics, emphasizing decision making by individual producers and consumers, consequences of such decisions for efficiency of resource use, and income distribution in a capitalistic economy are studied.

ECO202 Principles of Macroeconomics, 3 credits

An introduction to macroeconomics that emphasizes how the U.S. economy works. Topics of study include measuring domestic output, macroeconomic growth, business cycles, modeling, fiscal policy, money and banking, and international economics and trade issues.

ENT420 Creativity & Concept Development, 3 credits

Sometimes the most difficult part of innovation is knowing where to start or the creation of an idea. As a result of this course, students acquire skills, processes and models for enhancing the creative process and using these, develop a plausible business or ministry concept with real-world applicability.

ENT422 New Venture Planning, 3 credits

Students are exposed to and learn the best practices for starting and growing new ventures (profit and non-profit). Course requirements include the development of a product or service concept and completion of a comprehensive business plan that is worthy of presentation to potential investors/contributors. Characteristics and traits of many contemporary

entrepreneurs are studied.

FIN361 Corporate Finance, 3 credits

A study of methods used in the evaluation of financing and investment alternatives and funds management, linking financial theory and practice to a firm's strategic and operational objectives. The course emphasizes basic financial principles and analytical skills including ratio analysis, breakeven analysis and leverage, net present value, internal rate of return, and standard forecasting techniques. The course pays special attention to financial planning and analysis for small businesses; emphasis on funds acquisition, pro-forma statement generation and valuation of small privately held firms.

HRM362 Human Resource Management, 3 credits

A study of the role and functions of the human resource department of an organization with an up-to-date examination of the principles, policies, and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training, promotion, transfer, and management-union relationships.

HRM462 Organizational Behavior & Development, 3 credits

Organizational behavior is the study and application of knowledge about how and why people, as individuals and as groups, act within organizations. Organizational development is the systematic application of behavioral science knowledge at various levels – group, intergroup, and total organization – to bring about planned change. The goal is to describe, understand, predict, develop, and (to some degree) control human activity at work. This course will prompt the student to develop a cognitive framework for understanding organizational behavior combined with an integration of the Christian faith. Students develop a capacity to analyze organizational behavior situations critically and to give thoughtful answers to situations and case studies.

IAS330 Human Relations in Organizations, 3 credits

The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral and diagonal relationships, planning techniques and strategies as well as techniques of systems intervention and problem solving are studied.

ITB375 International Business, 3 credits

This course will examine the global business environment and its impact on an organization's business strategy. The main objective of the course is to prepare businesspeople to function effectively in the global business environment. Topics include the sociocultural, economic, and political forces facing business, exchange rate determination, hedging, international sourcing and production, wholesaling, retailing, and commercial documentation. Contemporary issues are analyzed, including the rise of Pacific Rim nations, the European Union, and developments in NAFTA.

MGT201 Business Basics Boot Camp, 3 credits

Students learn the foundational concepts of establishing and operating successful ventures in the highly competitive global economy. The business major as well as other disciplines are exposed to key business leadership principles, strategies, technologies and disciplines used in the 21st Century enterprise, through a combination of case analysis, projects and simulation exercises.

MGT343 Legal & Ethical Environment of Business, 3 credits

A course designed to analyze the legal and ethical dilemmas described in case studies of managers in private and corporate businesses. The course studies the nature of the legal system in which society functions, including basic business agreements, business entities, and government regulation. Studies also include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution.

MGT352 Management Analysis and Practice, 3 credits

A course designed to acquaint student thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Management principles are learned in the context of a work team developing and administering a business project. This course emphasizes business presentations and written reports. Current, real-life situations are emphasized.

MGT393 Practicum, 4 credits

The practicum is an active learning course designed to apply the educational and organizational skills in solving real-life business scenarios. It is completed under the supervision of a manager/supervisor within in the organization as well as a faculty supervisor.

MGT423 Strategic Planning and Leadership, 3 credits

Leadership requires vision and change, but bringing change often results in resistance. The course develops an understanding of the complex role of being a leader, and part of leading is planning. The course provides an integrative approach of strategic planning, focusing on formulating, implementing, evaluating, and overseeing the strategic plan. Time is also spent on the components of effective leadership, what a leader can do to develop high performance, and what team members can do to support the leader who wants to initiate such changes.

MGT431 Project Management, 3 credits

This course presents the specific concepts, techniques and tools for managing projects effectively. The role of the project manager as team leader is examined, together with important techniques for planning, scheduling and monitoring successful projects through the project life cycle. Case studies and projects are combined to develop skills needed by project managers in today's environment. In addition, special emphasis is placed on managing technology related projects, leading to the potential for obtaining industry certification in project management.

MGT442 Business Ethics, 3 credits

A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Particular business ethics issues are studied that are realistic and relevant to many business professions.

MKT231 Principles of Marketing, 3 credits

This course emphasizes the foundational concepts of marketing, including the importance of strategic marketing with a Christian worldview, four P's, consumer buying behavior, market research, target markets, and global marketing. The intent is to provide the business major as well as other disciplines a well-rounded, yet firm, launching point to work or further study in the marketing arena. The primary text is a tool and information source establishing the basis for discussion, case studies, and projects.

MKT380 International Marketing, 3 credits

A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing strategies, political structures, exporting organization, promotion and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills.

MKT331 Marketing Management, 3 credits

An examination of effective uses of the tools and approaches for making marketing decisions. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Marketing is viewed as a broad technology for influencing behavior, beyond functions like selling and advertising.

MKT455 Best Practices in Marketing, 3 credits

The dynamic business environment requires marketing professionals to continually reassess their position relative to changes in the industry. This course is intended for senior marketing majors preparing to embark on a career in marketing. It will acquaint learners with the best thinking and practice currently being pursued by leading organizations. The course modules are designed to instigate critical thinking on case studies, solve problems, and address discussion questions from the reading materials.

MKT460 Consumer Behavior, 3 credits

A course which examines such fundamental areas as consumer decision-making, processes, information processing, external and internal influences and business effects on consumer purchase/choice patterns. An analysis of the psychological, social and economic influences on consumption.

Communication: 4 courses*CAS110 Public Speaking, 3 credits*

Concentrates on the development of public speaking skills, including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening.

CAS120 Interpersonal Communication, 3 credits

The study of self-esteem, empathic listening, language, nonverbal behavior, conflict and ethics in interpersonal communication designed to expand students' understanding of themselves and human relationships.

CAS340 Intercultural Communications, 3 credits

This course is designed to explore the processes involved in intercultural communication while applying practical tools to improve intercultural relationships. This course will facilitate discussions of identity in domestic and international intercultural communication, emphasizing values, worldview, and barriers in the communication process. Practical application, in addition to basic theory, will create empathy and cultural-awareness in order to address common assumptions made during intercultural interactions.

CAS382 Family Communication, 3 credits

The study of messages and meanings in contemporary family relationships, including family diversity, spousal relationships, custodial and autonomous child-parent relationships, rules and roles, family stories and rituals, and the religious, legal, and media messages about families.

Computer Science: 1 course*CIS307 E-Commerce, 3 credits*

This course is an introduction to the topic of e-commerce. We will look at how business is transacted on the Internet. This includes e-commerce website design and Internet payment methods. In addition, we will look at how traditional business models and technology have adapted to meet the needs of the Internet medium. Security and ethics will also be addressed in this course.

Criminal Justice: 5 courses*JUS100 Introduction to Criminal Justice, 3 credits*

A survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. Emphasis is placed on both offenses and offenders at each stage of the process.

JUS120 American Policing, 3 credits

This course is an introduction to American policing. The course will cover issues concerning policing, community relations and some of the issues that contemporary police departments struggle with in the day-to-day operations. The course puts special emphasis on ethics and police misconduct that define the nature of police-community relations.

JUS230 Restorative Justice, 3 credits

This course focuses on repairing the injuries caused by crime - injuries to crime victims, to communities and to offenders. This course will outline a restorative justice process, compare that process to our current criminal justice system, review the biblical basis for restorative justice and describe steps which have been taken to implement restorative justice reforms.

JUS240 Corrections, 3 credits

A study of the organization and administration of adult corrections with special emphasis on institutions and incarceration. Correctional theories, policies, and practices are considered in an historical and contemporary context.

JUS342 Criminology, 3 credits

This course is an interdisciplinary approach to the analysis of individual and group behaviors that result in delinquency and criminal conduct with an opportunity for each student to develop and defend a unified theory of criminal behavior.

Education: 6 courses*EDU110 History & Philosophy of Education in America, 3 credits*

The goal of this course is to provide students with an understanding of how philosophy and worldviews have impacted

education in America. The course emphasizes the influences of the Christian faith on education. Much of this influence has been within the public school system.

EDU115 Teaching about Religion in Public Schools, 3 credits

It is constitutional and necessary for a sound education to teach about religion in public schools. Teaching about religion is not religious indoctrination or religious devotional exercises; it is fair and objective presentation of the history and beliefs of religions and the study of the influence of religion on human society. This course examines the historical, constitutional, and scholarly foundations for such teaching. It explores how teachers can practically incorporate teaching about religion into their classes in a constitutionally and age-appropriate manner.

EDU260 Educational Psychology, 3 credits

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibilities to all types of special needs students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are learning styles, state standards, assessments, statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab.

EDU367 Culturally Diverse Teaching, 3 credits

This course focuses on culture and learning diversities. We live in a multicultural world with numerous learning styles and traditions. In order to prepare our students to meet the needs of the 21st century world, educators must understand how to develop and deliver a curriculum that meets the needs of our diverse culture. This course emphasizes the importance of student-centered instruction, which allows all learners to take responsibility for his/her own learning, to inquire, and to question.

EDU371 Literature for Children & Adolescents, 3 credits

The various genres of children's literature are explored through the communication modes of listening, writing, and speaking. Teaching methodologies in language arts are included. Literature dealing with diversity and special needs is included.

SED220 Exceptional Children, 3 credits

This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation.

English: 4 courses

ENG110 Expository Writing, 3 credits

Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking.

ENG217 Bible as Literature, 3 credits

This course will study the use of literary tools (such as narrative, poetry, proverbs, rhetoric, dialogue, and allusion) in the Bible. The study of these literary qualities, coupled with a study of representative passages in the biblical text, will give students a richer understanding of God's Word. Students will be asked to consider carefully the assumptions they use when studying the Bible from a literary point of view.

ENG240 American Literature, 3 credits

A survey of American literary tradition from its origin to the present.

ENG250 British Literature, 3 credits

Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language.

Fine Arts: 4 courses

ART172 Art Appreciation, 2-3 credits

This class is a basic historical survey of the visual arts from the western world. We will discover the aesthetic value of

visual art forms, how art is a part of our daily life, study the great masters and art periods of the past, discover how the arts affect and are affected by our culture, and expand your appreciation and understanding of the arts as a whole. Overall, I would hope that in the end, you are inspired to further study in this area and to further appreciate the arts as an integral part of a fuller life.

MUSI 49 Music Appreciation, 2-3 credits

A course designed to develop greater understanding and appreciation of music and the various historical periods. An introduction to the art of music and its materials. Considerable attention is given to listening to recordings and studying the lives of leading composers.

General Studies: 4 courses

IASI 02 Orientation to Distance Learning, 1 credit

This course is an introduction to Blackboard, TU Online history and staff, and University policies that pertain to the distance learner. An overview of learning styles and time management strategies make up the content of the course which is supplemented by John Stott's Your Mind Matters. Student will use Blackboard communication tools to complete assignments.

IASI 12 Foundations of Christian Thought, 3 credits

An introduction to the liberal arts and the integration of faith and learning. The approach of this course is to use the central theme of human nature to introduce the student to basic areas of understanding which gird the intellectual growth process. Topics include worldviews, ways of knowing, and ethics, with applications made to the modern world. A variety of liberal arts subjects are used in the course including science, social science, and literature.

PHPI 00 Fitness for Life, 1 credit

A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDs and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during this course and a battery of tests is given to assess each student's physical fitness.

PHP200 Individualized Physical Education, 1 credit

This course provides the opportunity to develop and implement a physical fitness program to meet your specific needs and desires for a healthy lifestyle.

History: 11 courses

HISI 03 World History I, 3 credits

This course investigates the foundations and developments of the major world civilizations and complex societies from approximately 3500 BC to AD 1500. It provides an overview of the key developments in the history of global peoples and cultures during this time period.

HISI 04 World History II, 3 credits

This course is a survey of the early modern and modern world (AD 1500 to the present), with attention given to international economic, political, and cultural contact, and its consequences for peoples and cultures. Thus our attention will be on the dynamic interactions of Europe, Asia, Africa, and Latin America. We will consider how Europe became the center of global power during the early modern and modern eras, which was not by any means inevitable but has made an indelible impression on the world of today.

HISI 24 United States History I, 3 credits

A survey of the social, political, and cultural development of the people of the United States from the colonization period through reconstruction.

HISI 25 United States History II, 3 credits

A survey of the social, political, and cultural development of the people of the United States from Reconstruction to the present.

HIS230 American Religious History, 3 credits

A study of the historical development in the United States of such movements as Puritanism, revivalism, the social gospel, Judaism, Catholicism, and variant forms of Protestantism.

HIS232 Early Christianity through Medieval Times, 3 credits

The course covers early Christianity from its inception in the first century of the Common Era (C.E.) until the sixteenth century. The course explores the development of ideas, institutions and the people who were critical to the shaping of Christianity in the world. Students will utilize texts, maps, images, and videos in their study of the beginning of the Christian movement and its contact with Judaism, paganism and Greek philosophy, the Roman Empire and the Renaissance, including the great personalities, documents and developments of the church up to the Reformation.

HIS233 Reformation Christianity, 3 credits

A study of the history of Christianity from 1500 to 1650, dealing with the achievements of Luther, Zwingli and Calvin; the expansion of Protestantism in Germany, Switzerland and England; the Anabaptist movement; the Catholic Reformation; and the religious wars up to the Treaty of Westphalia.

HIS234 European Christianity: 1650 to Present, 3 credits

A study of the development of Christianity across Europe from 1650 to present.

HIS301 African American History: 1600 to Present, 3 credits

This course examines American history through the eyes of African-Americans. From 1619 to the present, this course will survey the political, economic, religious, social, and intellectual development of African-American culture within the context of American history. Topics covered include slavery, reconstruction, civil rights, and studies of individuals such as Booker T. Washington, W.E.B. DuBois, and Martin Luther King Jr.

HIS376 History of Constitutional Issues: Institutional Powers, 3 credits

Considers the development of judicial review in relation to the powers of the President and Congress. Focuses on judicial interpretations of the commerce and taxing clauses as well as state powers under the due process clause of the 14th Amendment.

HIS377 History of Constitutional Issues: Civil Rights & Liberties, 3 credits

Focus is on the Bill of Rights and the equal protection clause of the 14th Amendment. Considers such topics as freedoms of speech, press, and religion, the civil rights movement, and the controversy over privacy rights.

Mathematics: 2 courses

MAT100 Fundamentals of Mathematics, 1 credit

A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. Students taking this course must pass the mathematics proficiency exam to pass the course.

MAT110 Finite Mathematics, 3 credits

A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance.

Ministry: 2 courses

CMI122 Evangelism & Discipleship, 3 credits

A study of the principles of lifestyle evangelism and one-on-one discipleship. In addition to written assignments, practical experience is employed. There is some memorization of Scripture required.

PMI251 The Practice of Pastoral Ministry, 3 credits

A basic course for pastors. This course looks at the pastor's call, his work in the church, and his personal life. Particular emphasis is given to the pastor's study and pulpit ministry.

Philosophy: 7 courses

PHI110 Introduction to Philosophy, 3 credits

A survey of important issues and traditions in philosophy.

PHI201 Logic, 3 credits

A study of classical and contemporary formulations of the principles of human thought. Proper deductive and inductive logic is contrasted with fallacies. Categorical logic, truth functional logic, and quantificational logic are examined.

PHI262 Contemporary Issues, 3 credits

A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia and war and peace.

PHI371 Principles of Ethics, 3 credits

A survey of the theoretical foundations of ethics, such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included.

PHI410 Bioethics, 3 credits

This course examines many of the important moral issues about life, particularly human life, with emphasis on those that arise in the areas of medicine and health care. These issues are addressed with a focus on communicating and living a Christ-centered moral philosophy in a pluralistic world.

PHI413 Contemporary Christian Belief, 3 credits

An engagement with those questions which pose the greatest challenge to Christian faith in contemporary culture, focusing on the strengthening of faith by the Spirit through well-reasoned and prayerful reflection, with a view to enhancing patterns of thinking and living better anchored in Christ, promoting the fellowship of His church and providing for a more fruitful interaction with the world He created and loves.

PHI452 Philosophy of Religion, 3 credits

This is an inquiry into the meaning, nature, and problems of religious experience. Through the discussion of atheistic and religious writings, the course will attempt to retrace the religious phenomenon from a life-experience to an abstract theory from a Christian perspective.

Professional Writing: 10 courses

MCMI15 Introduction to Media Writing, 3 credits

This course examines a variety of techniques and formats with an emphasis on news and telling the story. Students will write for print, broadcast and the Internet. Emphasis is on improving writing and editing and telling stories across different platforms with the primary focus on learning to write accurately and precisely.

PWR313 Article Writing I, 2 credits

An introduction to writing from a Christian worldview and an overview of the different writing genres, with an emphasis on writing articles for publication. Stresses functional skills such as self-editing, interviewing techniques, developing vocabulary skills, and learning to cover news. Through reading and writing assignments, the student will follow a step-by-step process of learning the foundations of article writing.

PWR314 Article Writing II, 2 credits

A course concentrating on finding, evaluating, researching, and writing the various kinds of non-fiction articles. Self-editing, interviewing techniques, and developing vocabulary skills are emphasized as students write humor, how-to, inspirational, investigative, opinion, and other types of articles. Building on the foundational skills learned in PWR313, students will learn the advanced specialty areas of article writing. Prerequisite: PWR313 or permission of the instructor.

PWR320 Business & Technical Writing, 4 credits

Practice in the forms of writing required in business and industry.

PWR323 Non-Fiction & Scriptwriting, 3 credits

Introductory course and workshop in the instruction and practice of writing non-fiction and scriptwriting. Prerequisite: PWR314 or permission of the instructor.

PWR327 Introduction to Fiction Writing, 3 credits

An introductory course concentrating on the instruction and practice of writing fiction. Prerequisite: PWR323 or permission of the instructor.

PWR343 Editing, 3 credits

Become proficient in substantive editing, copy editing and proofreading with focus on editing actual book and magazine manuscripts.

PWR423 Advanced Non-Fiction Writing, 3 credits

The purpose of this course is to provide advanced academic instruction in applying ethical principles to the process of gathering, analyzing, and integrating information into powerful non-fiction books. The ultimate goal is to seek out powerful stories reflecting a Christian worldview, and in all work to clearly and accurately communicate truth. Prerequisite: PWR327 or permission of the instructor.

PWR427 Advanced Fiction Writing, 3 credits

The purpose of this course is to provide academic instruction in reviewing classic and current prominent fiction written from a Christian perspective, analyzing current fiction and novels, and learning the basics of writing effective fiction. The ultimate goal is to clearly and accurately communicate themes that reflect a Christian worldview in an excellent and effective manner. Prerequisite: PWR327 or permission of the instructor.

PWR472 Freelance Writing, 3 credits

Experience in the techniques and strategies of freelance writing. Focuses on writing and marketing manuscripts for both religious and secular publications.

Psychology: II courses

PSY200 General Psychology, 3 credits

An introduction to the subject matter and methods of psychology. Emphasis is given to the integration of psychological science and the Christian faith.

PSY240 Child Psychology, 3 credits

This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development, and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, and others.

PSY250 Lifespan Development, 3 credits

This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, cognitive, spiritual, and psychosocial developments.

PSY272 Research in Psychology, 3 credits

Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments.

PSY300 Abnormal Psychology, 4 credits

A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders.

PSY310 Integration of Psychology & Christianity, 3 credits

An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology.

PSY313 Statistics for Behavioral Science, 3 credits

The major concepts covered in the class will be descriptive statistics, basic probability theory, and inferential statistics. Demonstrations of Microsoft Excel competency will be assigned for each segment of the class.

PSY317 Psychology of Learning, 3 credits

In this course the student will become acquainted with the major theories of the psychology of learning, along with basic biblical principles about humanity. Through personal investigation, observation, and basic research, students will learn to recognize and apply the theories of psychology of learning to their own lives as well as in the lives of others.

PSY321 Social Psychology, 3 credits

The scientific study of how our thoughts, emotions and behaviors are affected by the real, imagined, or implied presence of other people. Concepts, terms, methods, theories, and research findings will be covered. Topics include aggression, persuasion, conformity, prejudice, interpersonal attraction, and dynamics of close relationships.

PSY400 Theories of Personality, 3 credits

A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic process.

PSY461 Fundamentals of Counseling, 3 credits

An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory will be dealt with in light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth.

Religion: 7 courses

IAS403 A Christian Worldview, 4 credits

A foundational course designed to introduce the student to a Christian worldview created within a biblical framework. Attention is first given to the definition, function, formation and evaluation of worldview. The course explores significant biblical and theological perspectives on the ultimate issues of life: God's intended purpose for man, man's sin, God's redemptive effort to recover the race, and the ultimate realization of perfection. These key doctrines aren't studied in a vacuum. Students will confront issues facing contemporary Christianity and see the serious consequences of man's sin problem and the hope of a divine solution. Students will also evaluate historically how the church has faced these issues and how these issues have shaped the church today.

REL227 Perspectives on the World Christian Movement, 3 credits

An introduction to the theology, history, strategy, and priorities of contemporary evangelical mission work.

REL313 Historic Christian Belief, 3 credits

A survey of Christian belief as developed during the history of the church.

REL324 World Religions, 3 credits

A study of the main religious systems of the world, including Hinduism, Islam, Judaism, Taoism, Buddhism, and Christianity. These religions are seen in historical and cultural perspectives, and translations of their writings are examined.

REL343 Theology I, 3 credits

A detailed study of bibliology including divine revelation, inspiration, illumination and authority; theology including God's person, attributes, names, works and the Trinity; and angelology which is angels, demons and Satan. This course is foundational to all systematic theology.

REL346 History of the Bible, 3 credits

This course on the history of the Bible is an in-depth study of how the books of the Old and New Testaments were assembled and preserved for the Church, focusing primarily upon inspiration, composition, canonicity, transmission and translation of the Scriptures.

REL375 Cross-Cultural Evangelism, 3 credits

A study of the principles of cross-cultural communication and their application to the task of communicating the biblical gospel in a relevant way to people of other cultures and religions.

Science: 2 courses

PHY119 Physical Science Survey, 3 credits

An introduction to the basic physical sciences of astronomy, physics, chemistry, meteorology, and geology. Each is considered in relation to the others and its influence on man.

PHY197 Introductory Astronomy with Lab, 4 credits

A descriptive course about celestial mechanics, the solar system, stars, galaxies and the universe. The course is divided into eight modules. Each module contains chapter readings, chapter questions, lab exercise or short research paper and test.

Social Work: 3 courses

SWK200 Explorations in Social Work, 3 credits

This class is an initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value and skill base, practice settings, education and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. Service learning component provides interaction with a variety of community based agencies.

SWK231 Social Welfare: Historical Perspectives & Development, 3 credits

This course follows the development of social welfare efforts from early civilization to the present time. The course focuses on the emergence of the profession of social work and explores the question: "Am I my brother's keeper?" in the light of biblical principles.

SWK355 Helping Troubled Families, 3 credits

This course is one of four courses in the social work practice sequence that prepare graduates for generalist social work practice. The specific focus of this course is working with families. The course will explore the variations found in modern families and focus on some of the more common difficulties family units experience. It will provide theoretical frameworks that help understand the causes and dynamics of the various situations including homelessness, substance abuse, domestic violence, sexual abuse, and sustained conflict. It will also provide students with appropriate beginning level professional social work skills to help intervene in situations needing professional help.

Sociology: 4 courses

SOC200 Cultural Anthropology, 3 credits

Comparative study of human cultures (past and present): technological, economical, political, religious, kinship and family systems with examples from selected cultures throughout the world. Topics include cultural change, worldview and perception, and Christian applications such as cross-cultural communication of the gospel. The course will present a Christian perspective on anthropology and an anthropological perspective on Christianity.

SOC210 Social Problems, 3 credits

A course that assists students in developing a critical understanding of the social problems which face our society today and a framework for analyzing problems which will arise in the future.

SOC220 Ethnic & Minority Issues, 3 credits

Films/documentaries are ways of looking at the social constructions that pattern our lives and provide us with glimpses into the forces that shape our social world. Films tell stories -- stories of identity, interaction, inequality, and institutions. In this class, students will watch, discuss, process, and deconstruct films using the sociological imagination.

SOC313 Statistics for Behavioral Science, 3 credits

The major concepts covered in the class will be descriptive statistics, basic probability theory, and inferential statistics. Demonstrations of Microsoft Excel competency will be assigned for each segment of the class.

Transition to Teaching: 10 courses

TTT510 Introduction to the Education Profession, 3 credits

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology and educational ethics. The course also includes an introduction to candidate portfolio. Includes a field experience lab.

TTT520 Educational Psychology, 3 credits

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. Includes a tutoring component.

TTT530 Introduction to Diverse & Exceptional Children, 3 credits

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Prerequisite: TTT510

TTT540 Mathematics in the Elementary Classroom, 3 credits

A content-methods course for elementary teacher preparation which is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Includes a field experience. Prerequisite: TTT510

TTT550 Classroom Discipline & Management, 3 credits

The course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories including Positive Reinforcement, Assertive Discipline, and Harry Wong, along with the study of legal implications for teachers are used in conjunction with case studies to assist students in developing effective discipline skills. Prerequisite: TTT510

TTT555 Secondary Methods, 3 credits

A general methods course which discusses all aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments. The course includes a field experience. Prerequisite: TTT510

TTT560 Early Literacy Experiences & Assessments: K-3, 3 credits

This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Includes a field component. Prerequisites: TTT510 and TTT520

TTT565 Middle Childhood Literacy & Assessment, 3 credits

This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience. Prerequisites: TTT510 and TTT520

TTT580 Methods & Materials for Elementary Teachers, 3 credits

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate

for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning, and integration of five elementary subject areas. Prerequisites: TTT510 and TTT520

TTT590 Student Teaching, 3 credits

Student teaching is a ten week full-time teaching experience under the supervision of public and/or private school and college personnel. The course is graded as credit or no credit, and a portfolio is required to obtain credit. Prerequisites: (a) approval by the Teacher Education Committee; (b) completion of all required program courses.

Compliance

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; the Federal Family Rights and Educational Privacy Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

Services for Students with Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success.

The Student Right to Know Act of 1990

The Student Right to Know Act of 1990 (Public law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically related financial aid. This data is available upon request from the Office of Administration and Planning, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, (765-998-4627).

Taylor Policy of Nondiscrimination and Compliance

It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's Statement of Faith and Life Together Covenant, no discrimination shall exist against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of Academic Affairs, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, (765-998-5204), or the Office of Civil Rights, D.H.E.W., Washington, D.C.

University Administration and Taylor University Online Staff

Eugene B. Habecker, President

Jeff Moshier, Provost

Ben Sells, Vice President for University Advancement

Ronald B. Sutherland, Vice President for Business and Finance

Taylor University Online Staff

Jeff Groeling, Dean of Online Learning
Carrie Meyer, Director of Online Learning
Ken Boyd, University Instructional Designer
Katy Hobbs, Project Management Specialist
Leah Kimbrell, Online Programs Assistant
Cassie Lemberg, Marketing and Recruitment Specialist
Melissa Osborn, Student Relations Coordinator

Faculty

Taylor University Online utilizes the services of qualified and experienced faculty from the Taylor University campus as well as those from other colleges and universities. All faculty are Christian men and women who sign a copy of Taylor University's Life Together Covenant before being assigned to develop or grade any course.

Scott Adams, Business. BA, Otterbein College, 1991; MA, University of Toledo, 1999; DBA, Anderson University, 2005.

Lisa Adkins, Education & Mathematics. BS, Taylor University, 1988; MAE, Ball State University, 1992.

Paul Alatorre, Communication. BA, University of Tennessee; MS, University of Tennessee.

Leon Amstutz, Technology. BA, Bethel College, 1973; MS, Ball State University, 1999; MS, Capella University, 2005.

Alexis Armstrong, Education. BA, San Diego State University, 1982; MAE, San Diego State University, 1983; EdD, University of Northern Colorado, 1988.

Russell Baker, History. BA, Huntington College, 1981; MA, Kent State University, 1983; Doctoral Studies, Ball State University.

Len Balducci, Education. BS, University of Florida, 1978; MS, Nova Southeastern University, 1982.

Mike Bassous, Marketing. BS, Long Island University, 1987; MBA, American University of Beirut, 1993; ThM, Near East School of Theology, 2002; DM, University of Phoenix, 2010.

Amy Bessin, Communication. BA, Taylor University; MA, Western Kentucky University.

Ian Blair, Astronomy. Higher National Diploma, Southall College of Technology, 1975; MBA, Pepperdine University, 1994.

Sara Brookshire, Communication. BS, Taylor University,

1993; MA, Ball State University, 2003.

Patrick Buesching, Economics. BS, Indiana University; MBA, Taylor University, 2006.

Amanda Burge, Human Resources. BS, Huntington University; MBA, Indiana University.

Patri Cabe, Criminal Justice. BA, Western California University, 1995; JD, University of Mississippi, 1998.

Daniel Chadwick, Biblical Studies & Religion. BA, University of Buffalo, 1981; MAH, University of Buffalo, 1990; MA, Jewish Theological Seminary, 1992; MA, Fordham University, 1995; PhD, Trinity Theological Seminary, 1999.

Ian Church, Philosophy. BA, Ball State University; MLitt, St. Andrews-Stirling; PhD, St. Andrews-Stirling.

Nick Corduan, Sociology. BA, Taylor University, 1999; Graduate Studies, University of Indianapolis; Graduate Studies, Trinity International University; MA, University of Alaska Fairbanks, 2007.

Mark Cosgrove, Psychology. BA, Creighton University, 1969; MS, Purdue University, 1971; PhD, Purdue University, 1973.

Joel DeSelm, Biblical Studies. BS, Ball State University, 1975; MS, Indiana University, 1978; MA, Huntington College, 1987.

David Diener, Philosophy. BA, Wheaton College, 2001; MS, Indiana University, 2008; MA, Indiana University, 2008; PhD, Indiana University, 2010.

Kevin Diller, Philosophy. BA, Taylor University, 2003; MDiv, Princeton Theological Seminary, 1997; ThM,

Calvin Theological Seminary, 2001; PhD, University of St. Andrews, 2008.

Bertha Fagan, English. BA, Bob Jones University, 1962; MA, Rhode Island College, 1978.

Emily Ford, English. BA, Taylor University; MA, Indiana University Purdue University Fort Wayne; Doctoral Studies, Ball State University.

Wes Gerig, Greek & Hebrew. BA, Fort Wayne Bible College, 1951; MDiv, Fuller Theological Seminary, 1956; PhD, University of Iowa, 1965.

Jeff Groeling, Business. BS, Ball State University, 1990; MS, Ball State University, 1992; PhD, University of Kentucky, 2004.

James Hanson, Business. ThB, Ozark Christian College, 2001; JD, University of Missouri-Columbia, 2004; MBA, Taylor University, 2011.

Cathy Harner, Social Work. BS, Philadelphia College of Bible, 1978; MSW, Indiana University, 1984; PhD, University of Illinois, 1991.

Nichole Harris, Business & English. BS, Western Michigan University, 1993; MA, Western Michigan University, 1994; MBA, Keller Graduate School of Management, 2001.

Deborah Hatland, Business. MS, Indiana Wesleyan University, 2006.

Roberta Hayes, Art. BA, Indiana University; MA, Indiana University; MS, Indiana University.

Katy Hobbs, Business & Marketing. BS, Taylor University, 2007; MBA, Taylor University, 2009.

Mike Jessup, Sociology. BA, Idaho State University, 1985; BA, Idaho State University, 1985; MS, Iowa State University, 1987; PhD, Southern Illinois University, 1992.

Carolyn Jones, English. MS, University of Missouri at Columbia, 1967; MA, Ball State University, 2009; ABD PhD, Ball State University.

Pam Jordan-Long, Education. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1992; PhD, Ball State University, 1997.

Myron Kauk, Biblical Studies. BA, University of the Pacific, 1977; MDiv, Talbot School of Theology, 1985; ThM, Talbot School of Theology, 1987; PhD, Westminster Theological

Seminary, 1994.

Brent Kelly, Philosophy. BS, Multnomah Bible College, 1985; MDiv, Southern Baptist Theological Seminary, 1999; PhD, Southern Baptist Theological Seminary, 2004.

Jeremy Kimble, Gospels. MDiv, Winebrenner Theological Seminary, 2007; ThM, Southern Baptist Theological Seminary, 2008.

Carie King, English. BA, University of Georgia, 2000; MEd, University of Georgia, 2002.

Timothy Kneeland, History. BA, State University of New York, 1987; MA, State University of New York, 1989; MA, University of Oklahoma, 1993; PhD, University of Oklahoma, 1996.

Glenn Kreider, History. BS, Lancaster Bible College, 1986; ThM, Dallas Theological Seminary, 1990; PhD, Dallas Theological Seminary, 2000.

Anita Lane, Education. BS, Oklahoma State University, 1994; MAT, Webster University, 2000.

Shannon Lewis, Communication. BS, Taylor University; MS, Indiana University Purdue University-Indianapolis.

Kevin Mahaffy, Ministry. ThB, Fountain Gate Bible College, 1989; MMin, Trinity Theological Seminary, 1998; MBA, Taylor University, 2005.

Vance Maloney, Psychology. BA, Cedarville University, 1979; MA, Ball State University, 1981; PhD, Ball State University, 1989.

Mark Masterson, Religion. BA, Fort Wayne Bible College, 1976; MDiv, Trinity Evangelical Divinity School, 1980; PhD, Trinity Theological Seminary.

Scott McClelland, Biblical Studies. BA, Wheaton College, 1975; MA, Wheaton College, 1977; ThM, Westminster Theological Seminary, 1977; PhD, University of Edinburgh, 1980.

Timothy McQuade, Ministry. BA, Rutgers University, 1980; MDiv, Gordon-Conwell Theological Seminary, 1984; DMin, Gordon-Conwell Theological Seminary, 1996.

Pam Medows, Education. BS, Indiana Wesleyan University, 1972; MAE, Ball State University, 1992; EdD, Ball State University, 1997.

Carrie Meyer, Business & Management. BS, University of

Southern Indiana, 1999; MBA, Taylor University, 2006.

David Moore, Biblical Studies. BA, Hardin-Simmons University, 1982; MDiv, Southwestern Baptist Theological Seminary, 1985; PhD, Southwestern Baptist Theological Seminary, 1999; DMin, Southwestern Baptist Theological Seminary, 2002.

Phil Mummert, Mathematics. BS, Cedarville University, 2001; Graduate Studies, Cornell University, 2005; PhD, Purdue University, 2007.

Paul Nesselroade, Psychology & Sociology. BS, Asbury College, 1989; MA, University of Louisville, 1993; PhD, University of Louisville, 1998.

Joseph Pak, Biblical Studies. BS, Virginia Tech, 1985; MDiv, Liberty Baptist Theological Seminary, 1988; STM, Dallas Theological Seminary, 1993; PhD, Dallas Theological Seminary, 1993.

Richard Parker, Music. BS, Wittenburg University, 1966; MA, The Ohio State University, 1970; PhD, The Ohio State University, 1974.

Chris Pelz, Finance. BA, Taylor University; MBA, Indiana University.

Stephen Phillips, Philosophy. MS, Trinity International University; MD.

Jay Platte, Music. BA, Fort Wayne Bible College, 1969; MA, Ball State University, 1971; DA, Ball State University, 1981.

Terry Portis, Psychology. BS, Covenant College, 1989; MS, North Carolina A&T State University, 1996; Doctoral Studies, University of Sarasota.

Lisa Ratliff - Villareal, Criminal Justice. BA, University of Southern Colorado, 2001; MS, Indiana State University, 2002.

Doug Read, Management. BS, Taylor University; MBA Taylor University, 2008.

Jason Scanlan, Physical Education. BS, University of Oregon, 1993; MA, Oregon State University, 1994.

Dan Schlesinger, Religion. BA, Biola University, 1984; MA, Simon Greenleaf School of Law, 1985; MDiv, Trinity Evangelical Divinity School, 1992.

Mark Schmidt, Philosophy. BS, Dallas Bible College, MA,

University of Texas; MA, Wheaton College, 2004; PhD, University of Texas.

Susan Semer, Literature. BS, The Ohio State University; MS, The Ohio State University.

Jeffrey Sherlock, Business. BBA, Ohio University, 1988; MBA, Ohio University, 1990; EdD, Ball State University, 1997.

Traci Slager, Social Work. BA, Taylor University Fort Wayne, 2001; MSW, Indiana University, 2005.

Chikako Sloan, Music. BMus, University of Arizona, 1981; MM, Ball State University, 1986.

Jeff Spence, Ministry. BS, Fort Wayne Bible College, 1987; MA, Moody Graduate School, 2003.

Heather St. Peters, Communication. BA, Illinois Wesleyan University, 1991; MS, Illinois State University, 1994; MS, Illinois State University, 1994; PhD, Indiana Tech, 2012.

Amy Stucky, Education. BS, Taylor University, 1992; MA, Ball State University, 1998.

John Studebaker, Biblical Studies. BS, Michigan State University, 1983; MDiv, International School of Theology, 1989; PhD, Trinity International University, 2003.

Richard Studebaker, Biblical Studies & Theology. BA, Bethel College, 1978; MDiv, Trinity Evangelical Divinity School, 1982; PhD, Trinity International University, 1998.

Marvin Tapp, Accounting. BBA, Harding University; MBA, Saint Francis College.

Shannon Voyles, Education. BA, Hanover College, 2004; MEd, Indiana Wesleyan University, 2007.

Christina Ward, Education. BS, Taylor University, 2000; MS, Indiana University, 2007.

James Watkins, Writing. BA, Indiana Wesleyan University; Graduate Studies, Purdue University; Graduate Studies, Ball State University.

Roger Wendt, Sociology. BA, University of Minnesota, 1968; MA, University of Minnesota, 1970; MA, Dartmouth College, 1977; MA, University of Northern Colorado, 1985; PhD, South Dakota State University, 1993.

Marcia Wiinamaki, Psychology. MEd, Southwest Texas

State University, 1987; MA, George Fox College, 1991; PsyD, George Fox College, 1993.

Evan Wood, Business. BA, Cedarville University, 1997; MBA, Indiana University-Fort Wayne, 2004; PhD, Indiana State University, 2010.

Robert Zimmerman, Management. BS, Metropolitan State College, 1984; MBA, Nova Southeastern University, 2000.



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